New School Application

Submitted by Ute Mountain Ute School Design Team
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COLORADO
CHARTER SCHOOL INSTITUTE

Application Components		Applicant Check	Reviewer Check
Letter of Intent		x	
New School Application Narrative Items to be completed that are found within the New School Application Narrative	Executive Summary	x	
	A. Vision and Mission	x	
	B. Evidence of Need, Support, and Involvement	x	
	C. Education Program	x	
	D. Student Services	x	
	E. Goals, Objectives, and Pupil Evaluation	x	
	F. Budget & Finance	x	
	G. Governance & Leadership	x	
	H. Operations	x	
Required Attachments Items to be completed that require the applicant to create separate attachments	Notice to Geographic District	x	
	Geographic District Board Resolution *if applicable*	x	
	B Letters of Support	x	
	B Progress of American Indian Students	x	
	C Curriculum Alignment	x	
	C Organizational Chart	x	
	C Staff Evaluation	x	
	C School Calendar	x	
	C Student Schedule	x	
	D Service Agreements	x	
	F CSI Budget Template	x	
	G CSI Waiver Request Template	x	
	G Resumes of Board Members* see notes	n/a	
	G Board Member Agreement *see notes	n/a	
	G Board Bylaws *see notes	n/a	
	G Articles of Incorporation *see notes	n/a	
	G KCA Head of School Evaluation Plan	x	
	H Enrollment Policy	x	
	H Discipline Policy	x	

	H Employment Policy	x	
	H Dispute Resolution Policy	x	
	H Grievance Policy	x	
	H Facility Map	x	
	H Facility Location	x	
	H Emergency Plan	x	
	H KCA Logo	x	
	I KCA Brochure	x	
	Addendum I: Online School *if applicable*	n/a	
	Addendum II: Education Management Provider *if applicable*	n/a	
	Addendum III: Alternative Education Campus *if applicable*	n/a	
Electronic copy of entire application		x	

Executive Summary

The Executive Summary should be no more than three to five pages long and outline the elements of the application and provide an overview of the proposed school. *A thorough executive summary should include:*

- *Vision and mission statements including a brief explanation of how they were created*
- *The proposed school's name, grade levels to be served, proposed region/community served*
- *Student body to be served, such as key demographic data, targeted geographical area, etc.*
- *A description of the need for this school and the support garnered to date*
- *A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission*
- *Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.*

Kwiyagat Community Academy plans to open in Fall 2021 with two grades, kindergarten and first grade, each with 15 students per grade, as a modest step towards creating a new school and educational awareness in the community in Towaoc, Colorado, the home of the Ute Mountain Ute people. As the school plans to add one grade at a time with 15 students per grade or 90 students until they reach fifth grade in five years. At a later time, another application will describe any additional grades.

A school has been envisioned in Towaoc for many years, but the time seems right to create Kwiyagat Community Academy at this time. In the late 1930's a Bureau of Indian Affairs School was created in the old boarding school model of assimilation, where Ute culture and language were disregarded and tradition American education was brought to the Ute Mountain Ute children. This school operated until approximately 1960 and during this time many Ute Mountain Ute children were forced to speak English as the dominant language, not Ute. The BIA school focused on American, not Ute, history, culture, art, music and science. Students were fed

American processed food and provided American and European perspectives on economic systems and government.

As a result of this education system, many families slowly lost their Ute language and cultural knowledge. Many children completed the BIA schooling system and as they grew into adults, they succeeded in American school system and economic systems, encouraging their children of the 1960s and 1970s to move into the American mainstream. However, many other children from this time did not integrate well into American culture and experienced a disconnect between American schooling and their traditional values. The closest schools were in the Montezuma Cortez School District in Colorado or the Central Consolidated School District in New Mexico. In addition, their children and their children have also struggled to find relevancy and sense of belonging in the traditional American schools and society. In the worst scenarios, some descendants of the boarding school era have felt completely disengaged and unfortunately found themselves in despair, surrounded by drug abuse, domestic violence, suicide, diabetes, and loss of self-identity. In the years since the 1960s, too many families from Towaoc have had children that have not succeeded in the traditional school system and not be able to find either a career or academic future that they desire. In addition, students were bussed from early hours and did not get home until late hours. This school, located in Towaoc, would provide a shorter school day for students, give families time to bond and an opportunity to have a school focused on Ute culture and language.

By beginning a new school, Kwiyagat Community Academy, the founding members believe a new chapter in educational opportunities can evolve and create a new identity for young, blending the best of American values and Nuchiu culture and language. *(note: Nuchiu is a Ute word roughly translated to mean "The People" and is what Ute Mountain Ute use to refer to themselves and is used interchangeably with Ute in many places in this document)*

Kwiyaguta Community Academy's name originates from meetings with parents and community members in discussing the significance of the school. Several members spoke to the significance of the Bear in Nuchiu culture and Kwiyagat is the Ute (Nuchiu) word for Bear. The Bear represents one of animals that came from the mountains, and the Bear taught the Ute people to dance, taught the Nuchiu way of life, and is highly respected. The Ute Mountain Ute Bear Dance is the oldest and longest tradition in the Towaoc area. The Ute Mountain Ute celebrated the 131st year of the Bear Dance this past June, according to local Elders, and has been part of Ute culture from the beginning of time. The Annual Ute Bear Dance is held every spring and is a social dance everyone enjoys. Traditionally, when the first thunder in the spring was heard, it was time for the Bear Dance.

Therefore, *Kwiyagat* was important to have in the school name. The parents and community members also felt it was important that the word *community* was essential because we envision members of the community becoming very critical to the success of the school. The word *academy* creates an image of a strong academic approach. The founders believe students need a high-quality academic program to be successful in life.

Kwiyagat Community Academy will be a member of the Native American Community Academy (NACA) Inspired Schools Network and be a support system with like-minded schools, focused on reviving Indigenous culture and languages through leadership development, data analysis, school support and professional development. As a network school, we will have access to network opportunities through onsite visits, school leadership summits and learning community exchanges (see C_Letters of Supports).

Vision
Kwiyagat Community Academy envisions a future where the graduates of the school will have a strong grounding in Nuchiu culture and language while incorporating modern perspectives as contributing members of the Ute Mountain Ute community. The new generation of school graduates will foster a revitalization of the Nuchiu language and culture and use this knowledge to ground them in a positive self-identity and create community connections built on mutual respect, academic success and focused career goals.

Members of the Kwiyagat Community Academy Steering Committee met through the Fall of 2019 and created a list of statements that expressed their beliefs:

- Students can enjoy learning and are academically successful in a safe and culturally diverse environment;
- All people are educators and learners;
- Through positive motivation students will demonstrate skills and attitudes of critical thinking, problem solving, decision making, exploring, self-expression, self-identity, and relationship building;
- Students will demonstrate proficiency in core academic areas by meeting or exceeding standards;
- Students shall acquire the skills and knowledge for life success, goal setting, and become productive members of their community;
- Students shall be able to make active choices established by universal values of respect for self, others, honesty, healthy life balance, spirituality, and community service;
- Students shall gain appreciation of cultural diversity and specific Nuchiu culture and language.

Mission
The mission of the Kwiyagat Community School will be to ensure an educational program where the Nuchiu culture and language guides the educational experience and is characterized by small class sizes with an interdisciplinary, indigenous, and project-based approach that results in high academic expectations and desired character skills, personal wellness and community involvement.

School Values: The following school values will help focus the curriculum development, policy creation, financial decisions and school goals.

1. Cultural and Language: Nuchiu culture and language is very important to the development of the school and Towaoc community. The Nuchiu culture and language is rooted in Ute history. The history is long and the knowledge is ancient. The knowledge of traditional Nuchiu culture and language appears to be fading, as the holders of this knowledge are becoming older and older. An important part of the school is utilizing Ute Elders in educating students and school teachers and staff in the traditional beliefs and ways of life. There are Ute words that cannot be translated into English, we want to preserve these Ute words and meanings.

2. Competency: Students will be proficient in all academic subjects to prepare them for the next stage of life as they enter middle school. Developing a sense of competency in our young people is critical for individual and community success. Competency is important in many aspects of life and includes reading to comprehend important information, writing so others can clearly understand your thoughts and opinions, speaking with certainty and clarity, and understand the importance and relevance of mathematics,

history, science, arts, health, music, civics, geography, economics and physical education. These competencies will lead to an active citizen and employee or employer that is well informed in an increasingly complex world. The philosophy of the school will emphasize becoming competent by thinking, planning, doing and reflecting.

3. Character and Wellness: Students will be proficient in traditional Nuchiu character and wellness skills and knowledge to prepare them for life. An important part of Nuchiu culture is developing an admirable character in a healthy body. The concept of character translates as a person who demonstrates a positive outlook, kindness towards others, truthfulness, endurance, courage, humility, respect, self-control and purpose. Wellness means that an individual is physically fit, strong, vigorous, clear minded, attuned to the world around them in sight, smell, sounds and taste and consumes a healthy diet.

4. Community Connections: Students will build positive community connections through acts of service, friendships, and mentorship. Community is an essential goal of the school and critical for the Towaoc community. Community means to be aware of social conditions, respecting traditions, initiating change where and when appropriate, participating in a positive fashion and appreciating the work of others.

   All aspects of the teaching and learning at the school will focus on and overtly reinforce these values.

Primary Contact for Application (name, email, phone number, address)	**Tina King-Washington, K-12 Education Director** **tkingwashington@utemountain.org, 970-564-5359,** **Ute Mountain Ute Education Department** **PO Box CC** **450 Sunset Blvd Towaoc, Colorado, 81334**
Proposed School Name	**Kwiyagat Community Academy**
Grade Levels	**K-5 (first year K-1)**
Educational Model	**Native American Community Academy (NACA) Inspired Schools Network**
Geographic District	**Ute Mountain Ute Reservation, Towaoc Colorado**

Notes: The Applicant shall provide proof to CSI that it has given written notice of the application and provided a complete copy of the application to the Board of Education and District.

Projected Enrollment for Proposed School

	Grade Levels Offered (ex: K-8)	**Projected Pupil Count (ex: 200)**
Year 1: 2021-2022	**K-1**	**30**
Year 2: 2022-2023	**K-2**	**45**
Year 3: 2023-2024	**K-3**	**60**
Year 4: 2024-2025	**K-4**	**75**
At Full Build Out 2025-2026	**K-5**	**90**

Projected Demographics for the School

% Minority	% Free/Reduced Price Lunch Eligible	% Special Education	% English Learner	% Gifted/Talented
99-100% American Indian	**90%**	**15%**	**15%**	**5%**

- *A description of the need for this school and the support garnered to date*

The history of the student experiences who are members of the Ute Mountain Ute Tribe in Montezuma Cortez Schools and surrounding school districts includes many challenges. Although many students have succeeded in these schools, many more have not experienced academic success. Historically, there has been a large achievement gap between children as identified as Ute Mountain Ute tribal members and the general student population.

It should be also noted that the Ute Mountain Ute Tribe rests in the far SW corner of Colorado, headquartered in Towaoc, CO and the current reservation has been in this location for nearly 100 years, with significant territory reduced with the designation of Mesa Verde National Park in 1906 and reduced numerous times since original 1848 treaty and Treaty of Conejos where they lost 50% of lands, including all lands east of the Continental Divide. Today, Towaoc is a town of 1,099 with 94% Native American, where 21% of the population is below 9 years old, $13,101 per capita income and a median income of $25,903 in comparison to $36,415 in Montezuma County and $68,811 in Colorado, with nearly 41% of children live in households below the poverty level, more than double the rate in Colorado. Only 6.7% moved from Towaoc, nearly half the mobility rate compared to Montezuma County (US Census).

Montezuma Cortez School District has been the nearest educational opportunity for the Ute Mountain Ute Tribe (UMUT) 13 miles north one way. Historically, a Bureau of Indian Affairs boarding school was in operation from approximately 1940 to 1960 in Towaoc. When the boarding school closed UMU students attended a residential boarding school in Ignacio, Colorado approximately 75 miles away. The Ute Mountain Ute Head Start has been in operation from 1965 to present date serving children ages 3 to 5. No other K-12 school has been located in Towaoc since 1960.

The most recent academic data, documented in the Montezuma Cortez School District RE-1 Indian Policy and Procedures (IPP) Data Report on October 2019, provides a sobering account of the progress of American Indian students and in particular, the Ute Mountain Ute students.

The 2019 report used data from the 2016-17 school year found only 6% of Ute Mountain Ute students were meeting Language Arts standards and only 1% meeting standards in Math. UMU students were twice as likely to be in Special Education, twice as likely to be behind in Language Arts and Math based on the assessments in the report, overrepresented in discipline referrals (50% of Middle School discipline suspensions were Native American even though American Indians represent only 26% of the overall populations). These achievement scores represent improvement over the years, but are historically representative for the Ute Mountain Ute student population.

This school provides an opportunity for the Towaoc community to engage in their education in a different way to improve academic outcomes.

- *A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission*

Kwiyagat Community Academy will have the following key programmatic features:

- Focus on Nuchiu culture and language
- Small classroom sizes (15 students per grade)
- Project Based Learning with six Presentations of Learning each year
- Tribal and community support
- Parent and community involvement
- Focus on competency in all academic areas, character, wellness and community involvement

A. Vision and Mission

1. Include vision and mission statements that provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes. The application, in its entirety, should reflect the vision and mission.

Kwiyaguta Community Academy's name originates from meetings with parents and community members in discussing the school. Several members spoke to the significance of the Bear in Nuchiu culture and Kwiyagat is the Ute (Nuchiu) word for Bear. The Bear represents respect for the world around us (see Executive Summary). Therefore, *Kwiyagut* was important to have in the school name. The parents and community members also felt it was important that the word *community* was essential because we envision members of the community becoming very critical to the success of the school. The word *academy* creates an image of a strong academic approach. The founders believe students need a high-quality academic program to be successful in life.

Vision: Kwiyagat Community Academy envisions a future where the graduates of the school will have a strong grounding in Nuchiu culture and language while incorporating modern perspectives as contributing members of the Ute Mountain Ute community. The new generation of school graduates will foster a revitalization of the Nuchiu language and culture and use this knowledge to ground them in a positive self-identity and create community connections built on mutual respect, academic success and focused career goals.

Mission: The mission of the Kwiyagat Community School will be to ensure an educational program where the Nuchiu culture and language guides the educational experience and is characterized by small class sizes with an interdisciplinary, indigenous, and project-based approach that results in high academic expectations and desired character skills, personal wellness and community involvement.

The goals of school will be measured three times per year by rubrics that indicate the progress each student makes as related to the school values (see section E_Goals).

School Values and Goals:

Cultural and Language: Nuchiu culture and language is very important to the development of the school and Towaoc community. The Nuchiu culture and language is rooted in Ute history. The history is long and the knowledge is ancient. The knowledge of traditional Nuchiu culture

and language appears to be fading, as the holders of this knowledge are becoming older and older. An important part of the school is utilizing Ute Elders in educating students and school teachers and staff in the traditional beliefs and ways of life. There are Ute words that cannot be translated into English, we want to preserve these Ute words and meanings. The school will be guided by Nuchiu culture and language where every student and member of the school community will strive to understand the age-appropriate aspects of Ute language and culture. This understanding of language and culture will guide each student's personal understanding of self, family and community and will be inclusive of all backgrounds. The cultural aspects of the curriculum will ensure that each student will comprehend Nuchiu history, traditional male and female roles and responsibilities in family and society, ways of communicating stories and traditions, and wisdom from the past to inform the present and future. Students will learn to connect aspects of Ute language to similarities and differences between Ute Mountain Ute and other bands of Ute and find the ways that language intersects with important cultural traditions and history.
Therefore, we have a goal to have students be proficient in their knowledge and skills related to Nuchiu language and culture by the end of 5th grade in order to understand and converse with elders in the community related to Ute cultural stories and traditional knowledge.

Competency: The school strives to ensure that every student reaches high expectations in every academic area, including reading, writing, oral expression and listening, mathematics, science, social studies, art, physical education, drama and music, as well as, demonstrating high levels of competency in character, personal health, culture and traditions, and community engagement.

Therefore, we set a goal that students be proficient in all academic subjects to prepare them for the next stage of life as they enter middle school.

Character and Wellness: The school will emphasize the development of character and wellness of the students through specific activities that integrate Nuchiu culture. Each student will learn from elders and teachers specific character skills such as respect, resiliency, responsibility, integrity, generosity, humbleness, and appreciation of the living world. Students will demonstrate the discipline and fortitude necessary to have a healthy body and positive mind-set.

Therefore, we set a goal that students will be proficient in traditional Nuchiu character and wellness skills and knowledge to prepare them for life.

Community Connections: The school will be highly engaged in the community through several avenues. The major connection will be with the Elder Committee who will provide guidance on the culture and language curriculum. These connections will occur in regard to planning curriculum with the School Design Committee in Year 0, and with the Head of School and Lead Teachers starting in Year 1 and going into future years. Once the school starts, students will present every six weeks their curriculum-based, project-based, in what we call a "Presentation of Learning," where community members and parents would attend a school event at the Ute Mountain Ute Community Center or some other locations in the community based on the topic. These events will provide an authentic opportunity for students to demonstrate oral, written and, at times, theatrical presentation skills, as well as, demonstrating Nuchiu culture and language abilities and content area knowledge. In addition, these events will spread the news of the type of teaching and learning occurring at the school, resulting in more interest and enrollment. As students get older, more volunteer opportunities in the community,

such as serving meals at the Senior Center, helping with Community Wellness events or Food Distribution, will be planned. By fifth grade, students will be involved in career mentorship shadowing days to help guide their post-secondary plans.

Therefore, we have set a goal that students will build positive community connections through acts of service, friendships, and mentorship.

B. Evidence of Need, Support, and Involvement

Target Student Population

1. Please identify the projected number of students that will be enrolled at each grade level for each of the first five years of operation.

	Year 1	Year 2	Year 3	Year 4	Year 5
PreK	0	0	0	0	0
K	15	15	15	15	15
1	15	15	15	15	15
2		15	15	15	15
3			15	15	15
4				15	15
5					15
6					
TOTAL	30	45	60	75	90

2. Please provide the rationale for how the projected enrollment and the matriculation plan were determined as well as the minimum enrollment the school could sustain without sacrificing its mission and program. *Applicants should ensure projected enrollment is a reflection of community need (which may include use of intent to enroll, capacity of existing schools in the local community, etc.).*

The enrollment plan will ensure the success of all students who enroll each year by keeping the numbers low and student, family and community engagement high. The enrollment plan will also reflect the community's needs. If community need exceeds the projected minimum target of 15 students per grade per year, then the enrollment will expand up to an additional 5 slots per grade, given the proper educational program can be maintained and if qualified educational staff can be hired.

The matriculation plan expects 100% of the students to move up to the next level. If less than the 15 students per grade matriculate to the next level then those slots will be available to lottery students.

3. Please describe the target student population you are proposing to serve by completing the following table. Please include the demographics of the district in which you are proposing to locate as a point of comparison and, if appropriate, nearby districts.

Year 2019-20	% Minority	% Free or Reduced Lunch Eligible	% Special Education	% English Learner	% Gifted/ Talented
Anticipated Demographics	99-100% American Indian	90%	15%	15%	5%
Demographics of the District (District website)	26% American Indian 22% Hispanic 1.9% Two or More 49% Anglo	60%	12.8%	5.6%	4.5%

Existing Performance & Educational Options

4. Please describe the educational options currently available to your target population.

In your description of existing options, applicants should:

- *Consider all existing schools in the local community*
- *Consider programmatic offerings and other characteristics of local schools*
- *Describe the extent to which existing schools have capacity to serve additional students*

All existing elementary schools in the local community are district and district authorized charter schools. The district has three elementary schools are accessible by families from Towaoc: Manaugh, Kemper and Mesa. The district authorizes Kiva Montessori Charter School and Battle Rock Elementary School. The district schools are 14-16 miles away, Kiva 16 miles away and Battle Rock is 21 miles away from Towaoc. The district schools have a traditional curriculum, guided by until recently Success For All and Engage New York Math. Reports from the Ute Mountain Ute Education Department indicate Success For All and Engage New York lack cultural context and often leave students trying to learn independently without being able to reference familiar cues and background knowledge. In addition, these curriculum approaches have been used for years and have not demonstrated achievement results desired for the Ute Mountain Ute students (see B_Progress of American Indian Students IPP Report). Kiva Charter School has a Montessori curriculum. Battle Rock has a placed-based and individualized curriculum using many different supplemental materials. All district schools have capacity for Ute Mountain Ute students. Battle Rock and Kiva Montessori operate on a lottery process.

5. Please describe the overall academic performance (including academic achievement, academic growth, and postsecondary and workforce readiness) of schools located near the proposed school and the geographic district overall.

This description should include:

- *How existing options are performing, including a review of achievement, growth, postsecondary readiness (if applicable)*
- *Overall school performance and the performance of subgroups (minority, free/reduced lunch eligible, English learners, special education, gifted/talented)*
- *A focus on the specific geographic area, student population, and grade level(s) that the applicant proposes to serve*

All school district schools in the region have struggled to demonstrate academic improvement for Ute Mountain Ute (UMU) students. The Montezuma Cortez Schools report in 2016-17 that only 6% of Ute Mountain Ute students were meeting Language Arts standards and only 1% meeting standards in Math. UMU students score the lowest of the sub-groups in DIBELS testing with 39% of students meeting or exceeding standards in ELA compared to 71% of non-Native students. District data finds the UMU students in 27th percentile on ELA 2016-17 STAR (most recent available data from district) compared to 52th percentile for non-Native students. Similarly, UMU students were in the 30th percentile in Math performance on STAR testing, while non-Native peers were in the 56th percentile. Native American students were reported to be in the 5th percentile in ELA and 2nd percentile in Math and 1st percentile in Science on CMAS according to the 2019 District Performance Framework. UMU students were twice as likely to be in Special Education, twice as likely to be behind in LA and Math on CMAS, overrepresented in discipline referrals (50% of Middle School discipline suspensions were Native American even though they represent only 26% of the overall populations). In addition, the median UMU student growth in ELA is 34 where non-Native students averaged 41 and UMU growth in Math is 19 compared to non-Native students at 39. Growth scores on STAR assessments show similar gaps in sub-group student performance. Median student growth for all students have generally improved in the 2019 Mesa Elementary Performance Framework from 2016 when several Montezuma Cortez School District elementary schools were on Turnaround Status and moved to Improvement Status in 2019 http://csi.state.co.us/code/accountability-performancesnapshot. However, as the data demonstrates, UMU students have been slow to show sufficient growth and acceptable levels of achievement. Clearly, traditional approaches in the local schools are not serving the Ute Mountain Ute children well enough to reach the same level of academic proficiency as their non-tribal peers (see B_Progress of American Indian Students IPP Report).

6. Please describe the extent to which the school will provide an educational option that substantially differs from the educational opportunities provided by existing schools of the local community that have capacity to accommodate additional students.

No other school in the region and in the local school district will offer a similar program. Therefore, there will be no duplication of programming. We anticipate that 30 students in K-1 will be adequate to serve the needs of families interested in this type of school in the first year. While the Kwiyagat Community School focuses on the needs of indigenous students, it is open to all. The values that are taught at the school will assist all students who attend. The discussions that take place will focus on Nuchiu culture and language and related topics as a source of cultural identity for Ute students and of interest to non-Ute students. Battle Rock Charter School has individualized curriculum and place-based science and social studies programs and the Children's Kiva Charter School is a Montessori curriculum; however, neither of these schools have an indigenous, project-based approach. None of the district neighborhood schools have an indigenous, project-based approach to teaching and learning.

Applicants should consider:

- *Factors such as academic and non-academic programming, curriculum and instruction, academic performance, etc.*
- *Capacity of existing schools to support the target population*

Kwiyagat Community Academy will offer academic and non-academic programming in a completely different setting than currently available schools. The Academy will be based on core values that will emphasis (1) Culture and Language, (2) Competency, (3) Character and

Wellness, (4) Community Connections that provide a sense of place and relevance to students, families and instructional staff, utilizing partnerships with Ute Elders. By starting small with only 30 students in grades K-1 and having class sizes of only 15 students, the school will have capacity to serve the community and grow their own students.

Evidence of Support

7. Please describe the outreach conducted by the applicant to raise awareness about the proposed school within the local community and with families. *Within this description, please be sure to describe the school's existing outreach and recruitment of students whose race, gender, and ethnicity reflect the demographics of the community that the charter school intends to serve as well as future plans for outreach.*

Kwiyagat Community Academy has conducted numerous outreach activities to raise awareness in the community with families and community members. The outreach efforts have been led by Sherrell Lang, the Native American Community Academy Inspired School (NISN) Fellow, who is serving the first year of a two-year position to guide the development of Kwiyagat Community Academy. In addition, Tina King-Washington, Director of the K-12 Education Department and Alicia Whitehead have helped to organize several activities.

To date, the team has completed numerous events including:

Aug 2019 Kick Off to Charter School Proposal; Sherrell Lang, Native American Community Academy Fellow hired

November 2019 Visiting NACA schools, Community gatherings to gain interest and input into school and school design, Montezuma Cortez School District waiving Charter Authority designation

January 2020 NACA school visit, Parent Meeting, work on core values and naming school, CSI visit, NISN visit. MOU established between Ute Mountain Ute Tribal Council and NACA Inspired School Network.

March 2020 Visiting NACA schools, Southern Ute Montessori Academy

April- July 2020 Application work, NISN consultation, Letter of Interest Forms and Brochures distributed to Head Start families, notified by the UMU Cable Channel 99, and forms available at the Education Building. 14 LOI completed and dropped off at the Education Building.

Obviously the COVID 19 situation resulted in canceling several planned events and the school is currently creating a website and facebook page to do more social networking with families.

8. Please complete the table below to summarize the Letters of Intent to Enroll (LOI) received to date.

- *In the **Grades Offered During Year 1** column, please place an "X" next to each grade level that will be offered in Year 1 of operation.*
- *In the **LOIs Received to Date** column, please include the number of LOI's that have been received for each grade level for Year 1 of operation. The table below should include students who will be enrolled in the identified grade as of the proposed Year 1.*

	Grades Offered During Year 1	LOI Received to Date for Year 1
PreK	0	0
K	X	9
1	X	5
2	0	0
3	0	0
4	0	0
5	0	0
TOTAL	2 (K and 1)	14

***sent out 150 LOI forms June 5th and had 14 returned immediately (7.7.20)**

9. If you have received additional LOI's that are not included in the above table, provide a summary of other LOI's here. *If all LOI's received are included in the above table, you do not need to provide a response here.*

10. Please the community support received to date. *If you have letters of support you would like to include, please include them as attachments to your application. The filename(s) should begin with "B_LetterofSupport_" and end with wording to help differentiate letters if you are submitting more than one file.*

All included in one combined file:
Ute Mountain Ute Tribal Council
Ute Mountain Ute Elders Council
Ute Mountain Ute Head Start
Ute Mountain Ute Behavioral Health Center (2)
Fort Lewis College School of Education
San Juan Board of Cooperative Services
Public Business and Education Council Alternative Licensure
Southern Ute Montessori Academy
Colorado State University Extension Office
Battle Rock Charter School
Native American Community Academy Inspired School Network (NISN) letter, UMU MOU and UMU Resolution

Opportunities for Parent/Community Involvement

11. Describe the expectations and plans for ongoing parent and community involvement in the school, including plans for parental involvement in governance and operations.

Parent involvement will be critical to the success of the school. Parents will have expectations to help students achieve school goals, including fostering a positive environment for academic homework, encouraging the understanding of Nuchiu culture and language, modeling healthy food and lifestyles, reinforcing specific character skills and engaging in community activities. Parents will participate in the School Accountability Committee meetings to make sure the school is reaching targeted goals as related to the school's mission.

The school will communicate clearly with parents and family members expectations on a regular basis through email, website notices, phone trees, print materials, and Infinite Campus parent notices. In addition, parents will have opportunities to become involved in the Board of Directors and the School Accountability Committee or a school sub-committee, such as

facilities and event planning. The school's Board of Directors will be appointed by the UMU Tribal Council, after the Council takes applications from interested tribal members. The School Accountability Committee will invite all interested parents of children enrolled in the school and the committee will vote for one parent to be the Lead Parent Representative of the School Accountability Committee, who will be in charge of holding meetings and making sure minutes and documents are stored for future use. Furthermore, parents can volunteer during the day, coordinated by Program Coordinator, to perform activities such as reading buddies or playground duty.

The school will also conduct an annual parent survey to determine their level of satisfaction with the school and the education of their child. The survey will be developed by the Head of School and the Board of Directors and reported to the Board and all parents.

Community involvement is also extremely important to the school values and operations. The most important part of the community will be the Elders who will join afternoon culture and language classes. Please see attached letters from the Elders Committee, who have committed to be highly involved in introducing culture, language and history lessons that the teachers will use to extend lessons and assignments and incorporate into unit demonstration of learning. Other partners will include Ute Mountain Ute Health Department and Tribal Council.

C. Education Program

Curriculum

1. Please describe the school's educational program and curriculum.

This description should include:

- *A rationale for selecting the chosen model, curriculum, including research-based evidence that supports the effectiveness of the selected model with the target population.*
- *How the curriculum is either already aligned to the state model content standards or will be aligned within the first year of operation. If the former, please provide details of this in the description. If the latter, include a timeline, benchmarks, or process for monitoring progress and save the attachment with a filename of "C_CurriculumAlignment."*
- *How the curriculum objectives, content, and skills are/will be aligned horizontally and vertically.*
- *Plans for supplemental programming (ex: electives or special courses, summer school, extracurricular activities, social/emotional programming, remediation and intervention).*
- *For Applicants proposing to offer a middle or high school, detail the plans for meeting the state's graduation requirements, including implementation of the Individual Career and Academic Plan (ICAP).*

If the curriculum has yet to be developed, this description should also include details regarding the following: position(s) responsible for development of the curriculum, the timeline for development, and the necessary resources (financial and otherwise).

Rationale: The Kwiyagat Community Academy (KCA) will follow similar educational programs as the Native American Community Academy Elementary School and schools in the NACA Inspired Schools Network (NISN). The network provides an excellent model for indigenous pedagogy, blending Native American literature, history, science, math and health and wellness with an overall focus on culture and language. In the case of the proposed Kwiyagat Community Academy, the focus will be on Ute Mountain Ute culture and language.

The NACA Inspired Schools Network (NISN) model makes the most sense for the KCA curriculum and has a primary focus on (1) academic excellence and relevance, (2) NISN core values and culture, (3) community transformation, (4) continuous reflection and improvement, (5) leadership in indigenous education and (6) operating effectiveness and efficiency. A critical goal of the Ute Mountain Ute community is providing young people with a positive self-identity and academic and career focus while creating an environment to revitalize the Ute language and culture (see B_Letters of Support UMU and NISL MOU and Ute Mountain Ute Tribal Council Resolution). Therefore, the indigenous pedagogy approach is the best model to guide the curriculum and instruction. The NACA model has also shown that 90-95% of NACA graduates are college bound (http://www.nacainspiredschoolsnetwork.org/schools-in-network) and DEAP located in a high need region of the Navajo Nation. In addition, individual schools have demonstrated initial success with Native American Community Academy demonstrating 24% proficiency in reading and 10% proficiency in Math in 2018-19 in latest New Mexico Public Education report card data and at least a grade level or growth each year. Although these initial test results may appear low by comparison to state scores, they are higher than previous efforts by traditional public schools serving these students.

Indigenous pedagogy is best summarized as an instructional approach that utilizes a student's background and cultural heritage as a tool to use when introducing academic content and non-academic skills and knowledge. In this model, KCA will rely strongly on Culture and Language Culture teachers and Elders to introduce stories, history, and language to the students and teachers. The teachers will use acquired knowledge of Ute Mountain Ute culture, history and language to give as examples when introducing concepts such as an animal's life cycle, Early American history, American holidays, analysis of literature, and counting of numbers. (For more information see Section C.2 and D.2.a)

After reviewing curriculum models the KCA has focused on purchasing and implementing Wonders for ELA and Everyday Math for Math curriculum. The rationale that was used to select these curriculum providers were (1) Wonders is recommended by the Colorado Department of Education to align well with the READ Act and is used successfully in many other Colorado school districts, (2) other schools in the NISN use Wonders and express that the curriculum materials align well with indigenous cultural themes and topics and we could share professional development and language and culture alignment, (3) both Wonders and Everyday Math offer hands-on instructional materials that will suit indigenous learners, (4) both programs had extension intervention materials and progress monitoring systems, (5) Wonders has a Socio-Emotional and English Language Learner curriculum built into the readings series that can address character skills listed above and (6) Everyday Math has been successfully used at Mountain MIddle School which is high achieving CSI school nearby.

The curriculum will use Project Based Learning (as modeled from multiple sources including Expeditionary Learning and Project Based Learning) and Understanding by Design (UbD). A specific format to integrate indigenous perspectives into Project Based Learning and UbD has been provided by the NACA Inspired School Network (NISN). To date, Kindergarten, First Grade and Fifth Grade has been developed with more units being developed in Summer and Fall 2020, as led by the School Design team and supported by the NISN Resource Hub. NISN has experienced curriculum developers who use indigenous anchor texts and resources from Montana Department of Education Indian Education for All to refine each unit into 6 week UdD unit plans that will guide everyday instruction. Each unit will be approximately six weeks long and feature a guiding question and conclude with a community performance exhibition or Presentations of Learning. For example, in Kindergarten, an essential question is "How do

stories relate to seasonal change?" The students will need to work together to present to the school community a visual display that contrasts the four seasons that includes weather conditions, plants, animals and people and the effects of sunlight during each season. The units will include either science or social studies standards as well as language arts. Wonders curriculum, which is used in other NISN schools, will be used to introduce language arts skills and content about seasons (for example). Everyday Math will be included in unit themes where appropriate, and introduced in the math instructional sequences and units (see C_Curriculum Alignment) such as in the seasonal change unit to measure the increase in height and length of growing plants or differences between sizes or various animals.

The year-long NISN UbD curriculum design provides a clear vertical and horizontal alignment format. The units will have an overarching essential question that provide coherence in each grade level as well as providing support for the following grade. The units are aligned closely with the Colorado Academic Standards and therefore can build on each other over the years.

Supplemental Curriculum: Comprehensive Health, Dance, Drama, Physical Education, Visual Arts, Music and World Languages (Ute language) will be integrated into the six-week units, reinforcing the essential questions and guiding students to the performance task at the end of the unit. For example, Dance curriculum will be integrated into the community Bear Dance unit and Visual Arts display will be integrated into the unit on Seasons (see C_Student Schedule). Students will create a Ute Historic Timeline that will be on display in the KCA each year, growing in complexity each year as the school grows grade level to grade level.

The development of the school curriculum and instruction will be guided by the school values described at the beginning of the application.

Curriculum Timeline:

Over the past year, Sherrell Lang, the NISN Fellow, has been one of the lead members of the School Design team, and has visited many NACA Inspired Schools and reviewed the various models and resources. The curriculum template provided by NISN gives a clear sense of the work ahead (see C_Curriculum Alignment).

September-Dec 2019 and January-March 2020- Visits to several NACA inspired schools and hosted NACA visit January 2020 in Towaoc; visited Southern Ute Montessori Academy February 2020 to observe Ute language and culture classes. NISN and Ute Mountain Ute MOU signed by Tribal Chairman (see B_Letters of Support).

April-May 2020 Develop K-1 and grade 5 culturally appropriate UbD year-long sequence of units that align with Colorado State Standards and Assessment and Ute Culture and Language to include in CSI application (see C_Curriculum Alignment).

May-July 2020 Complete CSI Draft I and II application for Colorado League of Charter School Review

Proposed:
August- December 2020 Work with Southern Ute Montessori Academy Ute Culture and Language teachers, Ute Mountain Ute Elders and educational consultants from NISN to align specific elements of Ute culture, history and language to readings and curricular activities to a series of six-week UdD units.

July-December 2020 and January-August 2021 Work with NISN specialists to create K-5 grade series of six-week curriculum lessons and units that focus on Ute and Native American culture, language, history, science and mathematics. August orientation will include NISN curriculum training (see C_Letter of Support).

March-August 2021 Purchase Wonders for ELA and Everyday Math for Math curriculum. If grant funds allow, purchase intervention and social emotional materials from both these curriculum providers. Start Wonders and Everyday Math training for Head of School, teachers and instructional aides in August 2021.

August 2021 and on-going: Continue curriculum development with mentoring and coaching from Head of School and consultants to fully implement curriculum.

See Section C5 for more information on Curriculum Development timeline

Instruction

2. **Please describe the school's teaching and instructional philosophy. Describe the process and methods that will be used to differentiate instruction based on identified student needs.**

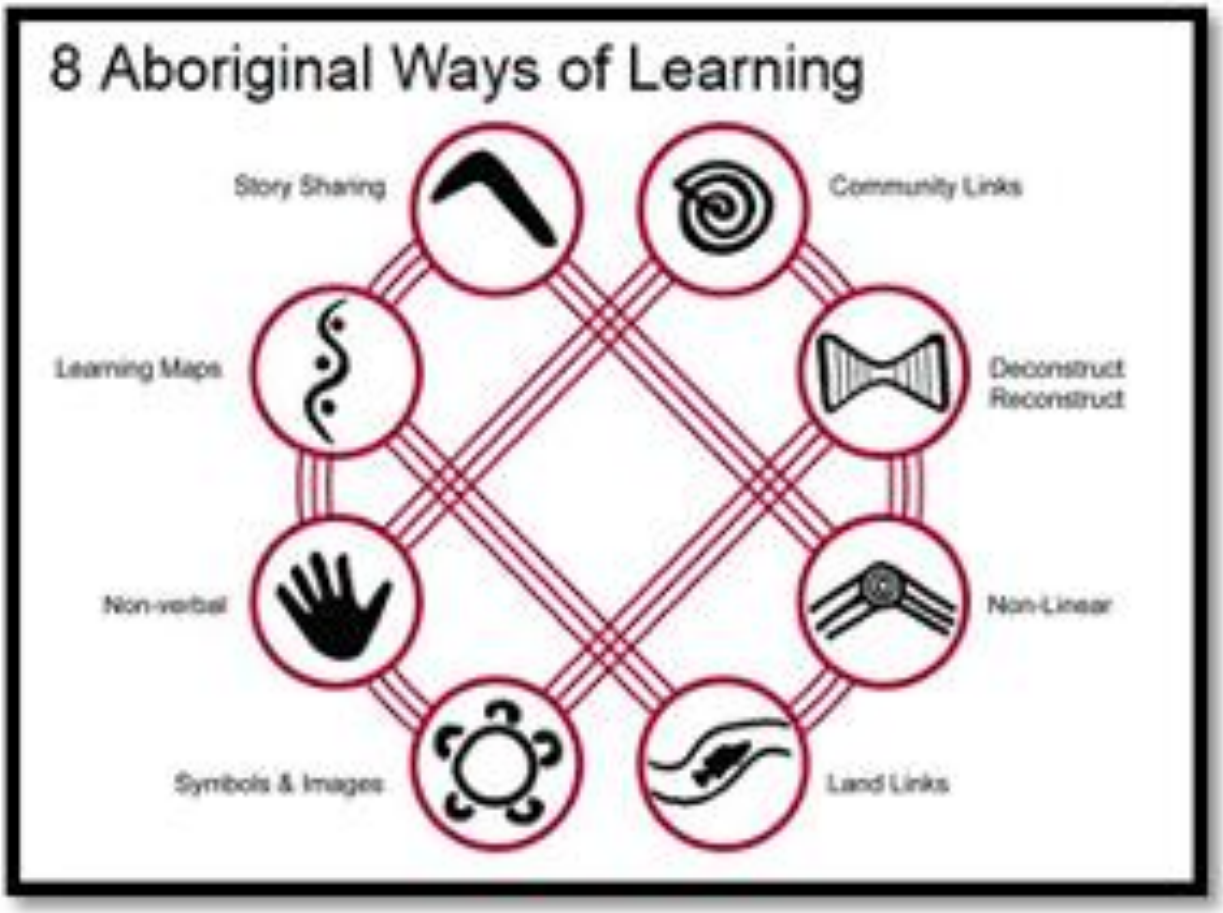
This description should include:

- *A rationale for the chosen teaching and instructional philosophy, including any research-based evidence that support the effectiveness of the selected instructional model with the target population.*

Rationale for teaching and instructional philosophy: Kwiyagat Community Academy will use a combination of instructional strategies to meet the various needs of the target population. Many of these experiences will be based on Ute culture and language and storytelling, asking the children to observe and reflect and form personal self-identity, community, cultural and historical concepts. The concepts are then related to academic lessons and in new situations such as performance tasks listed in the Understanding by Design unit and forthcoming lesson plans. This teaching and learning philosophy is very similar to Indigenous Learning Styles such as First Nation Pedagogy https://firstnationspedagogy.com/experiential.html, summarized by experiencing, reflecting, making meaning and acting.

By integrating holistic Indigenous and Aboriginal learning styles, the Kwiyagat Community Academy will provide instruction that utilizes the following model which encourages multiple teaching and learning styles. The eight "aboriginal ways of learning" model (Yunkaporta, 2010, in Hobson, et.al., 2010) describes the ideal conditions for "re-awakening" indigenous language and culture in a classroom. Perhaps the strongest way to learn language and culture is through the stories the Elders share (Barnhardt and Kawagly, 2005). Children will connect with the fascination of adventure and unknown, as stories are told, and use lessons to apply to present. The use of "learning maps" connects to the traditional way of viewing concepts through representations of actual locations or metaphorical relationships. This technique can be used in geography lessons but also included in math and history and any subject to provide a notion of moving from place to place. Non-verbal cues, used in silence, can be a powerful message in indigenous communication, a time when Anglo culture is often uncomfortable. Silence can indicate importance and respect. Non-verbal cues, such as a directed stare, movement of a chin or eyes, relay direction or signal to retrieve an object. Many signs and symbols are complex and have interconnected meaning, giving students a sense of depth and multiple

layers of knowledge in one object. The indigenous symbols will be included in the classroom. Land is always an important part of knowledge. For example, the Ute Mountain is a sacred landform in the Towaoc and provides children with a stable sense of identity and can represent important meaning to understand many forms of life. Non-linear ways of thinking are also important in indigenous cultures where circular thinking and opposites best describe a situation rather than linear thought or one correct answer. Another concept is to deconstruct and construct concepts, commonly known to understand the whole by breaking down the parts. The final approach is always connecting learning to community so concepts can be reinforced in daily life, outside of the school setting.



Each of these learning styles can grow in complexity as students advance grade by grade. Where a kindergarten student may use a land link to understand distance between the school and local gas station in a math lesson, a third-grade student might use the land link to make sense of the habitat of deer that roam between the local canyons and mountain range. In first grade, a tale from an Elder might help them construct the sequencing concepts of beginning, middle and end of a story. In fifth grade, students might use a similar story to research modern factual information from multiple sources to distinguish fact from fiction and present findings to an external audience. In second grade, students might become proficient in using sign language to enhance a story, where in kindergarten a student might understand that non-verbal cues are an important part of interpersonal communication.

Each classroom will have a portion of their room set aside to demonstrate each of the eight ways of learning so that instructional cues are ever present and linked to the curricular themes. For example, in a first grade classroom that is focused on animal adaptations, a sections of the room will have *symbols and images* that remind students what adaptations look like (e.g. white winter coat of a snowshoe hare) and another area might show *land links* of what type of geographical terrain a snowshoe hare would live. The *non-verbal* section will have sign language for academic anchor words such as adaptation or change. Sign language is an important bridge between learning Ute and English simultaneously. *Learning maps* can emphasize and visualize important concepts, such as how the environment influences animal adaptation and other cause and effect relationships. The *deconstruct and construct* area would include key essential questions, non-fiction resources such as maps and encyclopedia reference books appropriate for each grade level. Each classroom will have a designated *story sharing* area where students can sit in a circle and share stories or have a guest speaker come and share memories.

The use of the eight ways of learning would also promote active and accessible sources of differentiation. As the teacher gets to know the students, she/he would be able to guide students to certain areas of the classroom to either help them understand unfamiliar concepts, reinforce skills or extend their learning into new and more challenging areas.

Substantial research supports the school's goal of integrating Indigenous culture and language into the academic programs (Demmert, 2001, Kanu, 2007, Morcom and Roy, 2017) brings a host of benefits, including greater literacy, math, science achievement as well as engagement in school, lower drop-out rates, and greater self-confidence, as well as, assisting in revitalizing Native American language and culture.

Staffing

3. **Include a description of the school's organizational structure and staffing plan that allows for full implementation of the curriculum, including details about staff qualifications and in-field requirements, and the school's operations.** *The Applicant is required to submit an organizational chart as part of the application submission as detailed below. The description provided below should clearly align to and reference the submitted organizational chart.*

KCA will have a unique organizational structure as an enterprise of the Ute Mountain Ute Tribe (see C_OrgChart and narrative in Section G Governance and Leadership and H Operations).

All employees of the school will be Ute Mountain Ute employees and be subject to the Ute Mountain Ute Personnel Policies (see H_Policy_ Employee). The Ute Mountain Ute Finance Department is offering payroll services, insurance benefits and other services. Notably, the UMU Personnel Employment Policies include hiring preference for Ute Mountain Ute tribal members, which will encourage the school to hire teachers that share similar culture and language heritage as the students they teach. The Head of School will directly report to the Ute Mountain Ute Executive Director, who will in turn report directly to the Ute Mountain Ute Tribal Council. For instance, the approval to use the K-12 Education Building as a site for the school has been approved by the Tribal Council (see B_Letters of Support). The annual budget and future staff hiring will need UMU Executive Director approval and UMU Tribal Council approval. The school will use the Tribal Financial and Budgeting MOMS platform (so there will be no need to contract with Payroll and Accounting Services). The Kwiyagat Community

Academy Board of Directors will be appointed by the Tribal Council (after taking applications from the community) and provide direction and oversight of the hiring of the Head of School, academic programs at the school and guide the strategic planning of the school. The Ute Mountain Ute Executive Director will be responsible for conducting Head of School evaluation.

The future Kwiyagut Community Academy Board of Directors will be appointed by the Tribal Council, similar to other Tribal Boards and Commissions, with input from the current Steering Committee and School Design Team. The Board of Directors would likely be engaged in hiring committees for Head of School and other positions and in strategic planning sessions for the school.

The Ute Mountain Ute K-12 Education Department will house the school in their current building and provide supplemental staff for certain activities (see Staffing, Budget and Facilities section for more information). The current location can be used by the school for up to three years to ensure a secure location and certainty while the school gets started (see B_Letter of Support). No rental payments will be expected during this timeframe and the maintenance and custodial services will be provided at no charge to the school. The 7440 square foot building has plenty of room for classrooms, staff and student computers and printers, offices, restrooms, kitchen, windows and outdoor recreation area (see H_Facility Map).

The current Ute Mountain Ute K-12 Education Department has numerous employees that will be involved in the school operations. Tina King-Washington is the current K-12 Education Director, School Design Team Leader and will plan to continue as Director when the school starts in Fall 2021. Betty Howe is the Nuchiu Culture and Language Teacher and current Education Department employee, who will teach each afternoon the Ute language and culture classes and help with art and drama and music classes with the Program Coordinator. Afrem Wall (Student Support Services,K-12 Education Department) and Mark Wing (Behavioral Health Department see C_Letters of Support) will also help with the boys section of the Nuchiu culture and language classes. Afrem will also lead the Physical Education, Drama, Art and Music program along with the Program Coordinator. Alicia Whitehead (K-12 Case Worker) will assist with Head Start Transition Meetings, attend IEP and discipline hearings as a liaison between families and school.

Head of School:

Qualifications:

- BA or MA in Education, Educational Leadership, Special Education
- Colorado Teaching License with K-12 Special Education license (prefer, not required) (or agree to enroll in Special Education Alternative Licensure Program-prefer not required)
- Colorado Principal License (preferred not required)
- At least three years of experience managing multiple projects and employees in a business and/or nonprofit and/or school or program or grade level leader in educational setting
- At least three years teaching and/or administration in public schools (preferred experience in charter schools), coordinating programs and working with direct services with all children and with exceptional students
- Excellent organizational and communication skills
- Basic understanding of indigenous perspectives and Nuchiu culture
- Criminal background check with no references to convictions that would revoke a Colorado teaching or administrative license

Duties:

- Developing school strategic plan consistent with school goals
- Overseeing all academic and educational programs, including coordinating Exceptional Student Services
- Providing on-going implementation, progress monitoring and evaluation of academic programs
- Primary communication with Charter School Institute
- KCA Board and Ute Mountain Ute Education Department Communication
- Ensuring that school building is clean and safe with continuous maintenance and plans for improvements as needed
- Coordinating with Program Coordinator academic, recruitment and special events schedule and agendas for committees, parent information nights, parent-teacher-student conferences, Presentations of Learning student/community events and other school-community meetings
- Evaluate employees and contracted services
- Coordinate and provide professional development activities
- Write grants, secure letters of support, seek additional funds through fundraising activities

Program Coordinator:

Qualifications:

- BA in Business and/or Education
- At least three years of experience managing multiple projects and personnel in a business and/or nonprofit or educational setting
- Experience in overseeing and/or directly involved in recordkeeping, data-base entry, accounting procedures and financial oversight of projects, employees and inventory
- At least two years of experience with budget preparation, purchasing and accounts payable and receivable, adjusting entries, cash receipts and executing contracts
- Excellent organizational, marketing and communication skills
- Basic understanding of indigenous perspectives and Nuchiu culture
- Criminal background check with no references to convictions that would revoke a Colorado teaching or administrative license

Duties:

- Developing, implementing and evaluating Nuchiu culture and language programs consistent with school goals
- Overseeing Nuchiu and elective educational programs
- Teaching (and co-teaching) Culture and Language, Art, Music, Drama
- Financial Oversight, ensure payments to contractors, suppliers, curriculum contracts and payroll of employee and consultants
- Assist with Board and Ute Mountain Ute Education Department with tribal department communication
- Prepare financial reports and narratives and make financial adjustments
- Use Tribal accounting software platform in collaboration with Charter School Institute
- Attend appropriate training for business manager
- Handle and record cash receipts, contracts, adjusting payments

- Create monthly income and expense reports and narrative explanations for Director and Board reports
- Respond in timely way to financial questions and provide clear lines of communication
- Ensure accurate and consistent student registration and management of student records in Infinite Campus Student Information System
- Parent Volunteer, School District, Community and Elder Committee Coordination
- Website development and school marketing
- Organizing end of unit performance tasks (Presentations of Learning) and evaluation data collection in SIS
- Coordinating schedule and agendas for committees, parent information nights, parent-teacher- student conferences and other school-community meetings

Two Lead Teachers:

Qualifications:

- Colorado or New Mexico Elementary teaching certification or enrollment in Alternative Licensure program or experience teaching in private or charter school (preferred)
- At least three years of teaching experience with early childhood and/or elementary education settings
- Experience developing and implementing culturally responsive and interdisciplinary curriculum and providing high-quality, multi-sensory instruction, designing assessments, organizing appropriate progress monitoring, designing child-centered classroom with high expectations, and proactive behavioral management systems
- Experience designing educational goals and monitoring the progress for exceptional students (e.g. IEPs, Advanced Learning Plans, ELL)
- Excellent record keeping and organizational skills
- Basic understanding of indigenous perspectives and Nuchiu culture
- Criminal background check with no references to convictions that would revoke a Colorado teaching or administrative license

Duties:

- Teaching Kindergarten or First Grade of approximately 15 students consistent with school goals and non-waived Colorado rules and regulations
- Developing and implementing curriculum and instructional lessons
- Developing and implementing state-required and school-based assessments (e.g. READ Act requirements)
- Progress monitoring for all students (including Exceptional Students)
- Communicating with parents every six weeks and more often as needed; three parent teacher conferences per year
- Coordinating and communicating with Head of School, Program Coordinator and Exceptional Student Contracted Services personnel concerning purchases, medical needs of students, Elder's schedule, elective schedule, professional development, Presentations of Learning events, activities and timelines for evaluation of students
- Ensuring classroom organization and communication skills, such as taking attendance at beginning of day and after each transition, reporting academic progress to Head of School, parents and families and other stakeholders as required, and coordinating electives and contracted services consistent with school goas

- Peacefully and productively resolve conflicts among students, co-workers, and parents and family members of students
- Maintaining a safe and positive classroom environment

One Instructional and Student Support Aide:

Qualifications:

- At least one year of experience with early childhood and/or elementary education settings,
- Experience assisting with the implementation of curriculum and instruction
- Capable of assisting with administering reading records, assessments, progress monitoring, classroom design and management
- Food Handling experience and certification
- Experience with exceptional students
- Excellent organization and recordkeeping skills
- Basic understanding of indigenous perspectives and Nuchiu culture
- Criminal background check with no references to convictions that would revoke a Colorado teaching or administrative license

Duties:

- Kindergarten & First Grade classroom assistant to provide one on one or small group student instruction consistent with school goals and directives from Lead Teacher, Program Coordinator, and Head of School
- Organize, prepare, serve snack and lunch and oversee recess and student breaks and transitions
- Monitoring health records with Program Coordinator
- Peacefully and productively resolve conflicts among students, co-workers, and parents and family members of students
- Maintaining a safe and positive classroom environment

Board of Directors:

Qualifications:

- Knowledgeable of community resources, financial literacy, educational programs and curriculum, leadership in community
- Experience with management of personnel
- Basic understanding of Ute language and culture

Duties:

- Oversee and approve financial records and contracts
- Develop strategic planning timelines and processes for monitoring the goals and activities of the school
- Seek external funds, grants, partnerships, and participate in fundraising activities
- Participate in board training and professional development
- Participate in school events, including Presentations of Learning events and other special events

SJBOCES Contracted and In-Kind Ute Mountain Ute Education Department Services:

- Exceptional Services Teachers (contracted by SJBOCES):
  Qualifications:
  - Hold a Special Education Generalist or Early Childhood Special Education License

- At least two years of experience working with exceptional students
- Excellent record keeping and organizational skills,
- Basic understanding of indigenous perspectives and Nuchiu culture

Duties

- Facilitate Head Start and School District Transition meetings for exceptional students representing the school
- Liaison with Head of School, Lead teachers, Ute Mountain Ute Education Department, SJBOCES and CSI services (as needed) to communicate learning plan and resources needed
- Provide direct services to exceptional students in coordination with Head of School and Lead Teachers
- Participate in Child Study Team and MTSS processes as needed

- Elective Teachers (Provided by the Ute Mountain Ute Education Department: Ute Language and Culture, Physical Education, Art, Drama, Socio-Emotional, and Music)

  Qualifications:
  - At least two years working with youth in educational settings
  - Excellent record keeping and organizational skills,
  - Basic understanding of indigenous perspectives and Nuchiu culture

  Duties:
  - Develop and implement curriculum and instruction and assessments
  - Engage students in age-appropriate instructional activities
  - Record classroom attendance and disciplinary issues
  - Peacefully and productively resolve conflicts among students, co-workers, and parents and family members of students
  - Maintaining a safe and positive classroom environment

- Custodial and Maintenance Services (provided by Ute Mountain Ute Tribe Education Department):

  Qualifications:
  - At least one-year experience in custodial and maintenance services
  - Proper training on sanitary and maintenance services
  - Good communication and recordkeeping skills
  - Basic understanding of indigenous perspectives and Nuchiu culture

  Duties:
  - Daily classroom, office and common area cleaning, maintenance, and custodial services
  - Daily outside cleaning and maintenance including snow removal (as needed), landscaping, playground repairs to ensure safety
  - Ordering supplies and materials for ensure sanitary and safe conditions within approved budget

4. Provide a detailed description of staff recruitment, selection, and orientation timeline and process. Please be sure to describe the employee/employer relationship (at-will vs. contract).

Staff Recruitment and Selection:

January-April 2021: Recruitment begins for all positions, but most importantly, the Head of School. Recruitment will be the main responsibility of the Ute Mountain Ute Human Resources Department and consultation with the School Design Team, Steering Committee and newly formed Board of Directors. The Human Resources Department will assign a hiring committee who will review candidates and interview them, including the Head of School. Advertisements will be focused both locally, regionally and nationally to attract highly qualified candidates. Using NACA Inspired School Network and other organizations such as the Colorado League of Charter Schools, the school will seek a highly qualified Head of School, Program Coordinator, two lead teachers, and one instructional aide. Recruitment efforts include word of mouth, print, social media, radio and Ute Mountain Ute cable channel, and school and tribal websites.

February-April 2021: The members of the hiring committee will use the qualifications and duties described above for the criteria of Head of School and complete the hiring process by April 15, 2021 (or when the best candidate is selected).

April-June 2021: Hiring Committee, together with the Head of School, will use the qualifications and duties described above for the criteria of Lead Teacher, Program Coordinator, Instructional Aide, completes the hiring process and candidates are selected.

Staff Orientation:

June-August 2021: Orientation begins as budget and grant funds allow. If CDE Charter School Grant is not approved, full-time employees will start August 1and have training until August 18th and mixed with planning sessions to incorporate information with lesson planning. <u>If Charter School Funds are available, orientation will start July 19th with additional stipends provided and more time spent on curriculum training and unit planning.</u> The orientation will focus on the following topics:

- Ute culture, language, art, music, history and Strategic Planning
- Activities include:
- Welcome: Manual Heart, Chairman, Ute Mountain Ute Tribal Council
- Executive Committee: Strategic Planning
- Elders Committee: Betty Howe
- History and Geography: Terry Knight, Director of Tribal Historic Preservation Office
- Tribal Park: Veronica Cuthair and Becky Hammond
- Recreation Center: Kia Whiteskunk
- Education: Tina King Washington
- Ute Mountain Ute Community Health Center: Kyle Gropp
- Natural Resources: George Wells
- Language and Culture: Betty Howe (female perspective) and Afrem Walls (male perspective)
- Classroom Design and Materials: Southern Ute Montessori Academy Culture and Language Teachers
- School Values and Strategic Planning: Executive Committee
- Afternoons spent organizing classroom furniture and materials

- Wonders ELA Training
- Reading Program with comprehension, fluency, phonemic awareness, phonetics, vocabulary (tier 1, 2 and 3) (see https://www.cde.state.co.us/coreadingwriting/resources)
- Writing Program
- Intervention Programs
- Social Emotional Program
- AIMS Web Plus training by Battle Rock Staff, Tegan Lewis

- Everyday Math
- Numbers and Quantity
- Algebra and Foundations
- Data, Statistics and Probability
- Geometry
- Intervention Programs
- AIMS Web Plus training by Battle Rock Staff, Tegan Lewis

- Multi-Tiered Systems of Support and Child Study Team Trainings
- Exceptional Student Services: Establishing protocols with MTSS and scheduling Child Study Team meetings and work with SJBOCES consultants
- Use of formative assessments and progress monitoring including AIMS Web Plus
- Developing template and protocol for informing and working closely families and children

Other Ute Mountain Ute Education Department (and related UMU department employees) will also be part of the school team. Tina King-Washington, K-12 Education Department Director will oversee facility operations, including tribal communications with Public Works (maintenance needs) and supervision of Education Department personnel, including Betty Howe, Culture and Language teacher, Afrem Wall, Student Support Services, and Alicia Whitehead, K-12 Case Worker.

The Head of School, together with the Program Coordinator, will follow up with families with children with excess absences and facilitate the child's return to school if needed. The Head of School will also communicate directly with the Ute Mountain Ute Human Resources, Health Services, Head Start, Historical Preservation, and Elders Committee regarding issues related to the school, such as resolving payroll and hiring issues, referring students for health services, coordinating guest speakers and requesting to borrow historical artifacts and maps. The Head of School will work closely with San Juan Board of Cooperative Services Executive Director Adrea Bogel in regards to Exceptional Student Services and contracted employees.

Employee/Employer relationship will be at-will for the first 90 days and then subject to employment rights as described in the Ute Mountain Ute Employee Manual (see H_Policy_Employee)

5. Describe the plan for selecting professional development activities during Year 0 and Year 1 to ensure staff can fully implement the proposed plan and achieve the school's goals.

The professional development activities in Year 0 and Year 1 and in Year 2-5 will align with the school goals:

Goal #1: Ute (Nuchiu) culture and language: Students will be proficient in their knowledge and skills related to Nuchiu language and culture by the end of 5th grade in order to understand elders in the community who share Ute cultural stories and traditional knowledge.

Professional development activities:
Year 0:
September 2020-May 2021: School Design Team will work with several individuals, departments, organizations, and the professional development plan has been developed and will be facilitated by NACA Inspired School Network (NISN), led by Valerie Siow and Sherrell Lang.

Year 0 - Proposed Curriculum Development Timeline

Time Frame	Benchmarks	Team
August - December 2020	Kwiyagat Community Academy Curriculum Map (Scope and Sequence) for K-5 that articulates Ute language and cultural understanding targets. Creation of strands within this curriculum map that support vertical alignment from K-5. Strands will have a UbD framework consisting of Essential Questions, Enduring Understandings, Project based Assessments, Fiction and Non-Fiction Anchor Texts, Cultural and Linguistic Integration and recommendations for the learning plan.	<u>August/September</u> • Facilitate planning sessions with Southern Ute Montessori Academy, Ute Culture and Language Teachers, Ute Mountain Ute Speakers & Elder Committee & Historical Preservation & Tribal Park Office to collect input on scope of appropriate Nuchiu language and culture outcomes for elementary grades (3 sessions) • Create videos for KCA website and facebook page featuring Betty Howe and others with mini-lessons to learn how to count in Ute and history and culture lessons. Videos can be used of initial staff orientation and future homework for children (3 sessions) <u>October/November</u> • School Design Team's Curriculum Committee and NISN collaborates with Betty Howe, Afrem Walls and Mark Wing to build out 2nd, 3rd and 4th grade strands (6 sessions) <u>November/December</u> • School Design Team's Curriculum Committee collaborates with NISN to align strands to K-5 grade level content standards building off current work at K-1 and Grade 5. (3 sessions)

January - March 2021	Yearlong ELA & Math UbD for Kindergarten and First Grade.	January-March • School Design Curriculum Committee, NISN or Contractor facilitates weekly cultural lesson plans for K-1 for six units. • Starts planning for NISN Summer Curriculum Institute in late July or early August so teachers can build out the Wonders and Everyday Math lessons to align with cultural lesson plans with Ubd for units.
March - May 2021	Yearlong Science & Social Studies UbD for Kindergarten and First Grade.	January-March • School Design Curriculum Committee, NISN or Contractor facilitates weekly cultural lesson plans for K-1 for six units. • Starts planning for NISN Summer Curriculum Institute in late July or early August so teachers can build out the Science and Social content lessons to align with cultural lesson plans with Ubd for units.

Partners:

1. NACA Inspired School Network (NISN) has a vast Resource Hub, expert consultants, and wide variety of services that will be a huge benefit to Year 0 planning and support in the future once the school is up and running.
2. Ute Mountain Ute Elders Committee will be a valuable resource and the school will hold an office for a liaison for the Elders Committee.
3. Southern Ute Montessori Academy (SUMA) has two excellent Ute language and culture teachers that have agreed to provide professional development activities for the staff. Dr. Stacey Oberly and Shawna Steffler both teach Ute language and culture at the SUMA and the Design Team has visited the school and want to collaborate on professional development and instructional strategies.
4. Ute Mountain Ute Tribal Park: Several historic sites to integrate into the curriculum for field trips and historic maps and photographs.
5. Ute Mountain Ute K-12 Education Department: Betty Howe and Afrem Walls can provide culture and language training and assistance.

May-August 2021: As CCSP funds become available and Board of Directors are appointed by the Tribal Council, the Steering Committee and School Design Team will develop strategic planning values, goal-setting sessions and year-long agenda of meetings and topics facilitated by Heather Otter, Region 9 and Charter School Leadership Trainer, including goals and strategies under the Goal #1 and Goals #2-4 (see C_Letters of Support).

In June-August 2021, HOS will become familiar with existing partnerships related to Nuchiu language and culture, including meetings with the Elder Committee, Cultural and Historical Department, Southern Ute Montessori Academy, and Betty Howe, Culture and Language

Teacher. These contacts will help solidify the staff training in July-August as the teachers and other staff come on board.

Year 1-5 and on-going:
Head of School, Program Coordinator and Lead Teachers will continue work on integrating Ute culture and language in the school curriculum, devoting the first Wednesday of each month's Early Release Day session (2-4 pm) to Ute culture and language by either inviting one of the individuals or organizations listed above to an instructional leadership team meeting.

These Ute Language and Culture Workshops will include Teachers, Program Coordinator, Head of School, and Instructional Aide to learn more Ute language (e.g. counting, colors, body parts, basic commands), history (e.g. Ute history, traditions, geography, politics, and collaborative meetings with other departments such as Historical Preservation, Environmental Programs, Head Start). Lead: Betty Howe, UMU Culture and Language Teacher and Mark Wing, Behavioral Health.

The workshops will also include a discussion and consultation with NISN and Southern Ute Montessori Academy on how to best measure progress over time on this goal. The plan will be that each student will be evaluated using the Nuchiu Culture Rubric and the Nuchiu Language Rubric (see below and C_Curriculum Alignment) to determine the level of proficiency for each grade level and communicated to parents during each of the three parent teacher conferences. The goal to increase the percentage of students meeting expectations will be measured at the beginning of each year in October and end of each year in May and reported to the Board of Directors and parents in this same month.

Goal #2: Competency: Students will be proficient in all academic subjects to prepare them for the next stage of life as they enter middle school.

Year 1: The school strives to ensure that every student reaches high expectations in every academic area, including reading, writing, oral expression and listening, mathematics, science, social studies, art, physical education, drama and music.

The second Wednesdays of each month will focus on the Child Study Team Meeting and progress monitoring using AIMS Web and High Scope Kindergarten Readiness diagnostic assessments between 2-4 pm during Early Release Days. In addition, information from Wonders and Everyday math formative assessments will be included. Teachers will discuss students who may need additional support, brainstorm academic and behavioral intervention strategies and progress monitoring results. Most Wednesday meetings will also include an opportunity to consult with SJBOCES ESS service providers to help identify strategies for students at-risk of falling behind academically or behaviorally. High Scope Kindergarten Readiness training, reporting. As previously mentioned, Battle Rock Charter School co-Head of School, Tegan Lewis, has offered to contract with the school to lead AIMS Web training, sharing how they use this progress monitoring tool to set individual and school wide goals. Lead: Head of School

The third Wednesdays of each month will be focused on Wonders Language Arts and the integration of Ute culture and language into daily lessons and end of unit performances between 2-4 pm during Early Release Days. The school will use the professional development series with Wonders language arts program to plan, implement, monitor and create units and lesson plans that align with school values and the series of six-week unit plans already developed in

Year 0 by the curriculum development teams. As needed, we will contact Wonders PD modules and staff to deepen the knowledge of the materials and software purchased. With additional Colorado Charter School Program grant funds and with partnerships with NACA Inspired Schools, we will contract with experienced teachers that have aligned Wonders curriculum to units similar to the indigenous curriculum developed at KCA to refine lessons and units. Lead: Lead Teacher (either K or 1 in Year I)

The fourth Wednesday of each month will be focused on Everyday Math curriculum, assessments and progress monitoring tools. The school will also use the professional development services from McGraw Hill for training teachers to use Everyday Math to plan, implement and create units and lesson plans that align with school values and the series of six-week unit plans already developed. With additional grant funds we can partner with other charter schools in the region (e.g. Mountain Middle School) and contract with experienced teachers to have Everyday Math aligned with the KCA curriculum. Lead: Lead Teacher (either K or 1 in Year 1)

Goal #3: Character and Wellness: Students will be proficient in traditional Nuchiu character and wellness skills and knowledge to prepare them for life.

On specific professional development days, January 3 and February 18, Character and Wellness and Socio-Emotional Programs will be the focus as well as meeting goals with Community Connections. The Head of School can determine the best provider for these inservice days, consulting with Ute Mountain Ute Behavioral Health Department, San Juan Board of Cooperative Services, and Fort Lewis College School of Education, all of which have indicated a willingness to partner with the school. Lead: Head of School.

The team can continue to refine the Character and Wellness and Community Connections Rubrics and use these work sessions to develop strategies to meet the overarching goals in the School Goals section of the application.

Goal #4: Community Connections: Students will build positive community connections through acts of service, friendships, and mentorship.

The first professional development day, November 5, 2021, will focus on building community connections and further identifying partnerships in the Towaoc community to strengthen through the year. Lead: Head of School.

The team can continue to refine the Community Connection Rubric and use these work sessions to develop strategies to meet the overarching goal in the School Goals section of the application. As mentioned above, there will be overlap between reaching this goal and the Character and Wellness goals.

Other Year O Professional Development activities:

Once the Head of School and Program Coordinator are hired, there will be several training sessions will be held on MOMSoftare financial, payments, contracting and accounts receivable. The plan is to have the current NISN Fellow, Sherrell Lang, to take over the Program Coordinator role, so once the school is awarded grant funds and CSI authorization, she can handle the financial aspects of the school as it gets established. The Ute Mountain Ute Human Resources Department will also hold several training sessions for Program Coordinator

and Head of School as the school moves to hiring teachers and other staff. (See F_Budget document for Year 0 salaries).

Both the HOS and Program Coordinator will participate in CSI and CDE led Business Manager Trainings during this period. Other training sessions will include (1) Infinite Campus training on inputting and reporting enrollment, student health and academic data, and staff information, (2) Everyday Math and Wonders training, (3) San Juan BOCES (Special Education and ESS contracting services and scheduling); (4) Native American Community Academy Inspired School Network (NISN) Leadership Training.

6. Include the following as attachments. Please use the naming conventions below to save each of these documents.

Required Attachments	**t should be included in each attachment**	**Naming Convention for Saving Each Attachment**
Organizational Chart	If there is a plan for organizational growth after the first year of operation, include charts for the first and fifth years of operation	C_OrgChart
Staff Evaluation Process	Include the process the school will use for staff evaluation that aligns with the intent of SB 10-191.	C_StaffEvaluation

Calendar and Schedule

7. Include the following as attachments. Please use the naming conventions below to save each of these documents.

Required Attachments	**Notes of what should be included in each attachment**	**Naming Convention for Saving Each Attachment**
School Calendar	Provide a draft annual calendar identifying number of school days, ensuring compliance with statutory requirements.	C_SchoolCalendar
Sample Schedule	Provide a sample student schedule or master schedule that shows daily activities (lunch, class periods)	C_StudentSchedule

Day in the life of student and teachers:

Student (Bentley)

Bentley arrives at school, having used the Ute Mountain Ute small bus, at 7:45 am. He is excited, trying not to run once inside the building. He shows Sherrell, the Program Coordinator, his school badge with his picture and name on it. He heads over the multipurpose room named, *Tavaci* (Ute for Sun- as the room faces East where the sun rises). He takes off his backpack, places in a chair and walks through the breakfast line where he chooses a piece of fresh fruit and two blue corn muffins. The muffins are made from blue corn grown by the Tribe's Farm and

Ranch Operation. He sits next to his friend Betty and enjoys a light breakfast provided by the chef at Head Start. Then, at 8:05 am, he walks down the hallway with Betty, he puts his backpack on a hook on his cubby that has his English name and Ute name labelled above the hook. He grabs his spiral notebook from his backpack where he practiced writing both Nuchiu (Ute) and English words for the four animals (bear, wolf, deer and elk) and drew pictures of each animal and where they might live on the Ute Mountain. He also had practiced additional problems from his Everyday Math assignment and spelled Nuchiu words for numbers 10-20. He also pulled from the backpack Good Luck Cat (by Joy Harjo) that he picked from the classroom library that he read with his mother, chosen because his family recently adopted a cat. He placed his notebook in his classroom basket to use during language arts or math class later. Given he had a few minutes before class starts, he chose to sit in the science pod and look through a large animal book on cats, curious about relatives of the housecat.

At 8:15 am all students have arrived and the teacher calls Bentley and others to sit on line and sing and use sign language to recite the Ute Flag song. He likes this song, as he proudly holds his hand over his heart on his homemade vest, with the Kwiyagat Community Academy logo sewed on.

After the Ute Flag song, the first-grade teacher begins a Wonders reading lesson using helping friends at school, *School Around the World.* After the reading and review of new words any student had noticed, the teachers asked students to talk with inside voices, to their neighbor, about a time when students had a friend help them. She chooses three pairs of students to share their story and engages the whole class in a discussion of how their personal stories compared to the Wonders text. The teacher uses a word wall of Ute words to pronounce the Ute word for friendship and the students practice saying this word and using sign language with a partner. Bentley practiced with his friend Betty and they exaggerated the sign language and hugged each other. He thought it was great to be able to move around after sitting for the past 20 minutes.

The teacher had three columns of words based on the School Around the World listed on the white board, tier 1, 2 and 3 words and had students grab their light weight baskets with notebook and colored pencils from the student work shelf and return to the line. The teacher returned to the word tier chart, had students copy the words and draw images of tier 3 words in their notebooks. While students started their work, the teacher and teacher aid circulated and double checked the homework of students, making sure their work was acknowledged. Bentley worked next to Betty, sharing a few ideas of pictures that associated tier 3 words, using the colored pencils in his basket.

The teacher let the students work, checking on various students before concluding the language arts lesson with asking students (who had not been called on) about their book they had chosen for evening reading. Various students shared and Bentley liked Maria's book on tigers, as he learned cats and tigers were related. He chose that book on tigers for his evening reading and placed it in his backpack, after putting the book tag in the teacher's literature basket at the transition to math class.

Bentley is one of three boys and three girls to take the restroom break, wash hands in the classroom sink, and pick up a paper cup of pinon seeds and raisins from the snack tray that Sherrell has prepared for each classroom. As the students have snacks, Mrs. Howe joins the group, explaining where pinon nuts are grown and how, when she was little, her family would harvest pinon nuts in Mancos canyon, a few miles south of the school. Bentley loves the stories

from Mrs. Howe because of her sing-songy voice and how well he can visualize the places she used to live and travel years ago. Mrs. Howe has the students practice counting in Ute the number of pinon nuts and raisins and shows them the Ute words for pinon nuts and adds that word to the Ute Word Wall. She ends snack time with a Ute song she used to sing with her family when harvesting.

It is now Math time and the teacher uses the recent story about pinon nuts to engage students in visualizing the landforms where Mrs. Howe collected pinon nuts as a young child. The teacher drew a rough map on the interactive board of Mancos Canyon and using virtual blocks showed the children how to move the virtual blocks around on the screen. She explains that each block equals one mile. By calling on a student, who in turn chooses another child, the teacher asks the student to point to where she thinks Mrs. Howe used to live. Then the teacher has the child choose another student to choose a spot where he thinks the pinon nuts were found. Another child uses the moveable virtual blocks to determine how far Mrs. Howe would have had to travel. She asks students to get their notebooks out and turn to the math section. She writes several math problems on the board in increasing difficulty ending with dynamic addition (e.g. 13 + 18) for students to write in the notebooks, explaining that Mrs. Howe might have had to travel increasing further as the Fall season progressed to harvest pinon nuts. She had them try to find out how many miles Mrs. Howe travelled in one week.

The lesson followed up with more addition and subtraction problems and students had a list of five problems to solve for homework.

With Math class ending at 11:45 am, Bentley now had lunch time and the teacher lined up students, using the same groupings of three boys and three girls to use the restroom and wash hands before heading to lunch. Bentley chose to sit next to Alex, remembering a school core value of Community Connections that making new friends is important and he had not sat with Alex before. The lunch was warm elk stew, made by Head Start chef and warmed back up before lunch by the Instructional and Support Staff aide, Shirley, who also served the stew, with a piece of bread and cup of fruit. After lunch, Alex and Bentley played with sticks under the large cottonwood tree on the south side of the school.

Sherrell rang the bell at 12:30 pm, which meant it was time for Sharing and then Science class. His teacher had each student bring their homework on Animal Adaptations to class. Before starting the Science portion, the teachers reviewed the school values and asked each person to mention something that happened at recess that reminded them of school character rules. Each student mentioned something positive and Bentley mentioned he had played with Alex; someone he had not played with in a long time.

As the teacher started the Science class, she asked one student to share their Animal Adaptation homework. Bentley, proud of his work leaned forward and volunteered. The teacher asked Bentley to call on someone else, practicing collaborative core values of indigenous teaching and learning. Although Bentley wanted to share, he remembers that other students sometimes want to share, but are too shy. He chose Dory, another friend who he knew is a good artist, who had produced several great pictures of a bear during different seasons, explaining various adaptations. Dory chose another student, and so one for the next 30 minutes.

The teacher then showed a short National Geographic video on animals in Colorado. The teacher made a chart with three columns on the board and asked the students to create the

same chart in the notebooks, under the Science section. The first column listed the four seasons and the second column had a heading of animals and the third column was called adaptations. The teacher had them watch the National Geographic video again and complete the chart, filling in the name of the animal and type of adaptations that they saw in the video.

The class concluded with a discussion of the types of animals that the students saw in the video and types of adaptations. The teacher explained that each student should write in their science section the name of the animal they would like to learn about and five questions that would guide their learning.

It was now 1:45 and time to get ready for electives class. Before going to electives, there was a break to use the restroom, put away the animal books that the teacher and a few students had pulled off the shelf during the discussion on adaptations. The teacher had them all sit on the circle line and add one compliment to a student that they observed during the day. Bentley thanked Betty for having breakfast together.

Today Bentley had Culture and Language Class with Afrem at 2:00 pm and he was very excited. Afrem is one of the few male teachers and the Culture and Language Class today with just the boys, so it was only seven students and Afrem. Afrem was good about talking to the boys and he usually took them outside when the weather was nice and let them run for part of the class. Today was not an exception! They met in the lunchroom and then walked to the baseball field. They found a place in the shade and Afrem shared a story about hunting elk and the supplies needed and how he used the hide for many purposes. He explained a time he went hunting with his dad, where on Ute Mountain they went and why that location was special. Afrem also had a fun game of tag, where two teams of two had to capture three other boys who pretended to be elk. Each of the three boys had different areas they could run. Afrem had one boy take one shoe off to see if he was easier to catch. Before heading back inside, they talked more and the boys had lots of questions for Afrem.

Bentley and the boys returned to the classroom at 2:45 and prepared for the end of the day. The teacher had one more circle for discussing what they were proud of during the day. Most children had something to add and Bentley added that he was proud of catching the Elk during the game with Afrem. The teacher reminded them to read their chosen book tonight, finish the math problems and write the five questions about the animal they wanted to learn more about. Bentley knew he wanted to learn more about elk.

Bentley organized all his belongings from in the classroom and then, once dismissed by the teacher, put his notebook and chosen book in his backpack, headed outside to walk with Shirley to the Recreation Center where he would wait for his bus home. He was tired but excited about learning more about tigers and elk.

Tina (first grade teacher):

Tina arrives at school at 7:15 am and talks briefly with Angie, the other lead teacher about her ideas on today's lesson and a few students that she was having a hard time engaging recently. She made a few copies of student work to leave for the SJBOCES specialist who was coming today to work with Casey, a boy who had writing delays and could provide her with feedback. She refined the word list related to the Wonders curriculum for using *School Around the World* as the anchor text for today's lesson.

She could hear the students arriving, a few poked their heads in at 7:50 on their way to get breakfast, but left her alone to answer a few emails from the Head of School and Program Coordinator about the upcoming Presentation of Learning and what supplies they would need.

At 8:15 am nearly all but two of the students had arrived and were getting settled in the classroom after placing their backpack in their cubby. After singing the Ute Flag Song, Tina gave a preview of the *School Around the World* story, asking select children to share what makes for good friends. By providing this extra time before the reading, the few students that were 10 minutes late, had a chance to get settled and be present for the start of the story.

Tina enjoys this story for both the vocabulary, message and cultural aspects. She writes the tier 1, 2 and 3 words one the interactive whiteboard, knowing in her mind which children will need to focus on which area. A few students still needed support in tier 1 words and she provided extra time and Wonders support material for high frequency words for some children and knew some students were ready to read, spell and define in their own words and write sentences related to each word. She has several worksheets and Wonders differentiated assignments ready on the Chromebooks during the last 40 minutes of class. For students that finish their work early, they are allowed independent reading on books chosen from the class library. Many students have focused on Colorado animals, related to the Science unit on Animal Adaptations.

Tina checked on the progress of the Speech Language Therapist who was working independently with one student. She then makes rounds throughout the classroom to see spelling accuracy and the use of words in a sentence.

She brings the group together and shares sentences that students have produced.

From 10-10:15 am Tina allows six students (three girls and three boys) at a time to have restroom break and snack. Sherrell introduces Ute words for school snacks served and Mrs. Howe practices counting in Nuchiu the numbers of snacks as provided to students.

At 10:15 am Tina uses Everyday Math lessons to have students practice counting, addition and subtraction and using skills to count all members of the class and then use the story Mrs. Howe presented on collecting pinon nuts. Tina uses the interactive white board to have students count the miles that Mrs. Howe could have travelled, posing different scenarios to practice different counting situations. Differentiation for different skill levels, moving some students to dynamic addition and subtraction and other students stay with simple addition and subtraction. The Head of School and Exceptional Student Services teacher works with a small group of students on number counting exercises. Head of School and ESS later completes progress monitoring reports for students on their caseload and communicates briefly with classroom teachers the next recommended activities and content. Parent volunteers practice math facts one-on-one with students.

Tina completes the lesson with students sharing ideas of how far it would take to collect pinon nuts from where they live today.

Tina is able to take a lunch break in the staff lounge for the first half and then trade recess duty with the Kindergarten teacher from 11:45 am-12:30 pm.

From 12:30-12:45 Tina leads a transition activity to reinforce and check on Behavior, Relationships, and School Rules around the circle where she reviews the school values and

asks each person to mention something that happened at recess that reminded them of school character rules. Each student mentioned something positive.

From 12:45-1:45 pm Tina teaches a Science Block on Animal Adaptation and she asks one student to share their Animal Adaptation homework. Bentley, proud of his work leaned forward and volunteered. The teacher asked Bentley to call on someone else, practicing collaborative core values of indigenous teaching and learning. Although Bentley wanted to share, he remembers that other students sometimes want to share, but are too shy. He chose Dory, another friend who he knew is a good artist, who had produced several great pictures of a bear during different seasons, explaining various adaptations. Dory chose another student, and so one for the next 30 minutes.

Tina then shows a short National Geographic video on animals in Colorado. Tina made a chart with three columns on the board and asked the students to create the same chart in the notebooks, under the Science section. The first column listed the four seasons and the second column had a heading of animals and the third column was called adaptations. The teacher had them watch the National Geographic video again and complete the chart, filling in the name of the animal and type of adaptations that they saw in the video.

The class concluded with a discussion of the types of animals that the students saw in the video and types of adaptations. Tina explains that each student should write in their science section the name of the animal they would like to learn about and five questions that would guide their learning.

It was now 1:45 and Tina had the class to get ready for electives. Before going to electives, there was a break to use the restroom, put away the animal books that she and a few students had pulled off the shelf during the discussion on adaptations. Tina has them all sit on the circle line and add one compliment to a student that they observed during the day.

Students leave for electives from 2-2:45 pm which allows her time to answer more emails, check in with the Head of School to see about the Speech Language teacher and her findings.

At 2:45- 3:15 she facilitates the end of school routine. Today she had the class discuss what they were proud of during the day. Most children had something to add and she was happy that Bentley added that he was proud of catching the Elk during the game with Afrem. She reminded them to read their chosen book tonight, finish the math problems and write the five questions about the animal they wanted to learn more about.

After school, Tina completes Wonders and Everyday Math progress monitoring reports for each child which tracks their progress in reading, writing and oral language as well as number sense and computation. She also returns several emails for Head of School and parents. Leaves by 4:30 pm.

Other elective teachers would follow a schedule such as:

2:00-2:45 pm Elective Block: Art, Drama, Physical Education, Music
Mondays:

Kindergarten: Culture and Language class with Nuchiu Cultural and Language Teachers and Program Coordinator (meet in Community Room for boys and classroom for girls) Kindergarten teacher planning.

Example: Students, taught by the Culture and Language Teachers (male and female), learn Nuchiu terms and phrases for family members using pictures from lessons in the morning. Students repeat names and test each other. Students learn how to count in Ute, repeating, singing numbers 1-10.

1st Grade: Physical Education teacher and instructional aide, walks to Recreation Center (First Grade teacher planning)

Example: Teacher and Instructional aide walks 1st graders to Recreation Center (one block away) for a Physical Education lesson. Review importance or running and teamwork in Nuchiu culture. Students learn new games passing baton as they run around the corners of the basketball court. Students have brief lessons on how to include family in physical activities and complete physical education log. Students return to school.

Tuesdays:

Kindergarten: Physical Education teacher and Instructional Aide, walks to Rec Center. Kindergarten teacher planning

Example: Instructional aide walks 1st graders to Recreation Center (one block away) for a Physical Education lesson. Students learn to skip, hop, run, and walk in the gymnasium. Guest performance by high school intern or community member on Fancy Dance techniques. Students have brief lessons on how to include family in physical activities and complete physical education log. Students return to school.

1st Grade Culture and Language with Nuchiu Cultural and Language Teachers and Program Coordinator (meet in Community Room for boys and classroom for girls) 1st Grade Teacher planning

Example: Students learn Nuchiu terms and phrases for friends and emotions using pictures from lessons in the morning. Students repeat names and phrases and test each other. Students learn how to count in Ute, repeating, singing numbers 1-20.

Wednesday: Early Release 2 pm (same as district): Transportation to Ute Mountain Recreation Center for After School Programming (the same as all other district students).

Staff meting topics: School Event planning, Professional Development or Child Study Team for All Staff 2-4 pm (see above)

Thursdays:

Kindergarten: Cultural Art class with Nuchiu Culture and Language Teachers and Program Coordinator (Community Room- All children, Instructional Aide) Kindergarten teacher planning

Example: Students learn to use different materials to decorate family portrait pictures, including yarn, glue, straw and beads.

First Grade: Drama/Music with Education Department Staff and Elders/Community assistance (1st Grade Classroom) First grade teacher planning

Example: Students are guided in role playing for making friends and solving problems. The students are in small groups and work on a skit that highlights certain school care values. Students listen to several songs about making friends and make up a song to incorporate into their skit.

Fridays:

Kindergarten: Drama/Music with Education Staff and Elders/Community assistance (Kindergarten Classroom) Kindergarten teacher planning

Example: Students return to the family project they started in morning and break into small groups to act out a series of stories of their family: (1) starts the day, (2) evening activity, (3) visit to another family member, (4) goes shopping, and (5) Sunday activity. Students plan and perform. Teacher pulls vocabulary words to reinforce language lessons. Teacher sings a song about family and students repeat.

1st Grade: Cultural Art class with Nuchiu Culture and Language Teachers and Program Coordinator (Community Room- All children, Instructional Aide) 1st Grade teacher planning

Example: Students continue learning about school core values and work in small groups to consider ways to improve the school building and grounds. Groups include (1) culture and language, (2) competency, (3) character and wellness, and (4) community connections. Students contribute to a large butcher paper of images and ideas in each core value and share with class. Teacher writes key vocabulary on the whiteboard.

2:45-3:15 Restroom break and End of Day Routines
Example: Students take turns explaining what they are proud of today and what they noticed in a classmate that they can congratulate them for accomplishing. Teachers pass around homework and tasks they need to complete before returning to school tomorrow. Students set goals for tomorrow related to School Values.

Total Instructional Time: 6.25 hours/day (Monday, Tuesday, Thursday and Friday); 5 hours on Wednesdays

3:15-3:30 pm Dismissal to students being picked up by parents or family members. Students waiting for bus transportation are walked to Ute Mountain Ute Recreation Center for bus pick up. One block away. Designated staff members have bus duty until all students are picked up. If a student is not picked up, the staff member will return to school and call parents.

D. Student Services

1. **Include the comprehensive whole school plan for a Multi-Tiered System of Support or child study process that includes a data driven pre-referral prevention-based framework process.**

The school will implement a Multi-Tiered System of Support process to support all learners reach appropriate academic standards and behavioral expectations. The MTSS system at the school will be implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential. The school will use the Colorado Department of Education MTSS framework https://www.cde.state.co.us/mtss/mtss-rti-pbis-crosswalk and utilize Tier I (whole class instruction), Tier II (small group instruction) and Tier III (intensive, Individualized Support). The MTSS system will follow the five main components recommended by the Colorado Department of Education.

Team Driven Shared Leadership: The Child Study Team will include a classroom teacher, Head of School, and a SJBOCES exceptional services professional and as need other critical community support personnel (e.g. social worker). All the professionals will coordinate and collaborate on working towards supporting student success. The Child Study Team will meet at least twice per month to discuss any students who are in need of extra support to be successful in academic, personal or social areas of school life. Typically, the teacher, but at other times the instructional aide, parent, or Head of School may initiate a student for the Child Study team to review. Each team member is asked to bring specific data to the meeting where a problem-solving approach will begin.

Data-Based Problem-Solving Approach: The Child Study Team will bring necessary data to the series of meetings that will focus on student success. Data could include reading comprehension as stored in Wonders Assessment program, Geometry tasks measured in Everyday Math, classroom behavioral information, and/or school attendance and medical information. In addition, the school will also use AIMS Web Plus for interim and formative assessments to diagnose student performance. The Team will define any problems, analyze the data, suggest to the classroom teacher any number of effective strategies and choose specific performance indicators to bring to a scheduled follow-up meeting. Typically, using AIMS Web, a student below the 25th percentile will have Tier 2 supports provided and if a student scores below the 10th percentile, Tier 3 interventions are suggested, as long as other assessments and teacher judgement agrees with these intervention suggestions. No one data point will be sufficient to make decisions. Follow up meetings will indicate whether the student will need to receive more intensive Tier 3 supports or if the Tier 3 supports can end. The team will determine if the child needs to have further diagnostic assessments performed.

Layered Continuum of Support: The Child Study Team will clarify the strategies that will be universal, targeted and intensive and who will perform each of the approaches to success. The classroom teacher is a primary coordinator and provider of the majority of instructional or behavior supports, but other school personnel are critical as well. The Head of School can ensure that a consistent schedule of exceptional service providers occurs at times that least disrupt the child's learning and school experiences. The parents, family members and instructional aide can assist with necessary support, recordkeeping and focus on school success. Exceptional service providers will provide necessary interventions described in the plan.

Evidence Based Practices: The strategies used in the interventions will include best practices for each of the layers of support. All members of the team will discuss the best interventions and best practices will be implemented and evaluated for success.

Family, School and Community Partnering: Each of the team members will commit to working closely together, with effective practices and clear roles, to include family, school and community support
structures.

Follow- up meetings and continuous communication will be required to make the MTSS a success.

2. Detail how the school will accommodate different learning styles and the needs of all students. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include information related to student identification, programming, assessment, progress monitoring, redesignation/exiting, service model delivery and the continuum of supports the school will have in place to serve students and should demonstrate a general understanding of legal requirements. Please respond to these items for each subgroup identified below (a-e). Clearly describe what a day in the life of a student receiving these services will look like.

a) Students who are historically underserved (ex: due to academic, economically, social-emotional risk factors)

The school anticipates that nearly all students who attend will come primarily from Towaoc, the center of the Ute Mountain Ute Tribal Reservation. The children in this region have been historically underserved as described earlier in the application. Multiple publications suggest effective approaches to serving Native American students (Morgan, 2009, Pewewardy, 2002, Deloria, 2001, Cajete, 1999)

Instruction at the school will reflect the research on teaching Native American children who are isolated Indian reservations, which applies to the Ute Mountain Ute youth. Research finds that indigenous children tend to be more “field dependent or global thinkers” (Pewewardy, 2002) or the learner needs to understand the whole before the parts and has difficulty accomplishing tasks that are unrelated to their environment. They tend to deconstruct larger concepts into similarities and differences than construct meaning from unrelated information. Therefore, a morning language lesson will focus on the quality and purpose of clear sentences and communication with peers, then teach the proper formation of descriptive verbs, pronouns and sentence structure.

Furthermore, indigenous children tend to need to use all sense, particular visual stimulus to succeed (Pewewardy, 2002). Students at KCA will have numerous visual cues as they understand tasks that are expected. Both Wonders and Everyday Math have excellent visual and kinesthetic activities that clarify academic expectations. Language arts will be the heart of the curricular units and have a community-based performance task to conclude each six-week session with a visual and kinesthetic task. Math lessons will also incorporate beading, a traditional Nuchiu activity, reinforcing the need for accurate counting. In addition, elective teachers will use experiential methods, such as demonstrating art projects, how to dance, use sign language and visual cues in cultural and language lessons.

Reflection is another aspect of teaching and learning that needs to be incorporated in the school culture (Pewewardy, 2002). Anglo culture often includes high levels of impulsivity, where a typical classroom finds students rushing to provide answers until the teacher corrects the

suggested answers or a student "gets it right." Indigenous classrooms allow for reflection and increased "wait time." Allowing students plenty of time to engage in discussion, finish a project, review and revise work, are hallmarks of project-based learning and indigenous learning patterns. By implementing purposeful long-term projects, students will have plenty of time to revise work, rather than rushing from one unrelated topic to another.

In addition, classroom behavioral expectations can be more effective if the teacher uses positive reinforcement, humor and community standards than relying on punishment, incentives or taking of privileges, which were so common in BIA boarding schools (Pewewardy, 2002) and can be found in today's school. Indigenous classrooms, such as those in the KCA, will utilize frequent teacher-to-student and student-to-student praising, honoring, respecting, acts of humility, and references to community standards to clarify behavioral expectations. The classroom routine at KCA will integrate at each transition, "compliment" sessions, where students take turns pointing out positive behaviors of other children that are related to core school values.

Research (Pewewardy, 2002) also indicates that children growing up on isolated reservations benefit from the presence of elders, grandparents and extended family members. The elders provide wisdom and culturally significant stories that can form critical messages that can guide young people in everyday life as well as in times of crisis and uncertainty. Elders and extended families motivate children to comply with rules and become resilient in ways that parents and teachers do not have the same authority. Finally, elders suggest that achievement is more of a family honor, as opposed to Anglo culture that suggests performance is a result of individualistic achievement (Deloria, 2001). The school will purposefully integrate elders into the elective block, providing adequate time for storytelling, Nuchiu language sessions, beading, and other traditional crafts and projects, including field trips.

Native students also tend to perform better in schools where cooperation is emphasized over competition (Cajete, 1999). Children tend to not want to be seen as better or worse than others, and find security in groups. Cooperative learning is more aligned with the school values of respect, humility, generosity, and community. Both Wonders and Everyday Math have group-oriented activities and the teacher directed lessons will use cooperative groups on a regular basis. The end of unit performance tasks will also be team or ground oriented.

It should be recognized that the research provided above provides broad guidance for instructional practices to keep in mind during instruction and program design, it is not a recipe for identification of specific students. Therefore, in response to the initial prompt, this section will not have a student identification portion in which we recognize which students might benefit by the program design described, we will assume based on the likely student population that the key features of the educational program described will be in place.

The types of assessment and progress monitoring (see Section E: School Goals) that will be used in the school will align with the types of program described above. Assessments and instruments for progress monitoring will primarily be in the hands of the teachers as they implement the Wonder and Everyday Math programs and record student achievement in these platforms. Wonders and Everyday Math have extensive record keeping of student performance and when a student exceeds grade level, they could be referred to the Child Study Team, just as a student who performs below grade level expectations in a particular subject. The UbD units would also find students who excel in social studies, science, art, drama or physical education as measured by the end of unit performance task measures. Measures will be

developed for student performance of school goals, such as Nuchiu culture and language, competency in academics, character and wellness and community engagement.

The initial eligibility, redesignation/exiting and service model delivery and continuum of supports will be addressed in the sections below, where students will need more intensive support than those provided to historically underserved populations.

a) Supporting all students from the Ute Mountain Ute Tribe (MTSS):

All students at Kwiyagat Community Academy will be supported through the Multi-Tiered Systems of Support (MTSS) (as described in section D.1). MTSS is a problem-solving practice of data collection to inform data-based decisions about student growth, goals, and general educational programming for all students' success. From the MTSS framework, a Child Study Team (CST) meets regularly to review student or school data and make decisions to support all students. More specifically, the Child Study Team (meet second Wednesdays during Early Release Day), composed of the Head of School, a Lead Teacher, the Exceptional Student Services Teacher and other specialists as needed, will be central to identifying and coordinating the service model and continuum of supports. The general education teacher is responsible for Tier 1 and Tier 2 instruction and interventions in the classroom. An interventionist, consulted by an ESS teacher and/or related service providers, will provide Tier 3 instruction and interventions in the setting most appropriate for the student (i.e. 1:1 instruction out of the regular classroom, small group instruction, etc.). Having regular CST meetings will ensure that each student's progress is monitored and instruction is adjusted accordingly. Interventions at each Tier level should last 6-8 weeks before making a decision to stay at that level or increase support/ change interventions.

The first step in the process of supporting students, who perform below grade level expectations, will be to refer them to the Child Study Team after the classroom teacher has tried all instructional Tier 1 strategies. As described in section D.1, the team will review student performance data such as phonetic awareness as stored in Wonders Assessment program, number sense tasks measured in Everyday Math, or particular skills as measured in curriculum based measures (i.e. AIMS Web Plus with below 25th percentile along with other measures for Tier 2 and below 10th percentile for Tier 3), behavioral referrals, and/or school attendance and medical information and then recommend additional effective Tier 3 practices for the classroom teacher and Head of School and ESS teachers to implement and monitor. If further Tier 3 strategies do not raise the targeted performance, then a child can be referred for ESS evaluation. Parents can also contact KCA and request that their child be evaluated.

School-wide academic and social-emotional screenings, as well as regularly scheduled progress monitoring on curriculum-based measures (CBM), will be implemented as the first stage of the MTSS process on a school-wide level. Having baseline data for all students will ensure that teachers and other team members understand individual student performance and also the local norms of performance. Early identification of learning struggles, and matching interventions and supports to individual student needs, will ensure all students' needs are met or problem solved prior to ESS referral.

b) Students with Individualized Education Plans (IEP):

Students with individualized education plans (IEP), or who are suspected of having a disability of delay, will be fully included in the Kwiyagat Community Academy. Students who are currently supported by an IEP (who may have been identified in preschool settings, such as the Ute Mountain Ute Head Start), will have transition meetings as the school year starts to communicate the child's needs in the educational setting. SJBOCES providers will maintain the same service provision appropriate to meet individual student needs at Kwiyagat Community Academy. SJBOCES Exceptional Student Services (ESS) procedures and guidelines will be followed to ensure that identification, evaluation, service delivery, progress monitoring, and family/school collaboration are priority in the ESS process. The SJBOCES uses Alpine Achievement to securely store and access confidential student data, including IEPs.

Identification of students for developmental delays or disabilities is an important step in serving all students. The process is more than can be explained briefly, but Colorado Department of Education has numerous resources for the evaluation and eligibility of students for exceptional student services including Specific Learning Disability Evaluation and Eligibility checklist and IEP Checklist and Functional Behavior Assessment and Behavioral Intervention Plan. The appropriate assessments and subsequent meetings will determine the student's eligibility and, if eligible, the level of services.

Since the school will be contracting and partnering with SJBOCES for exceptional student services we cross reference their Procedure Manual with CSI Procedural Manuel as CSI will be the ESS Administrative Unit. The CSI Procedures Manual aligns with the Individuals with Disabilities Education Act (IDEA), which ensures a Free Appropriate Public Education (FAPE) for all students in their Least Restrictive Environment (LRE). If a student is suspected of having a disability, the process of screening, evaluating, identifying, and planning for a student's educational needs is outlined in detail within the Procedures Manual. Students from three to twenty-one years of age who, by reason of one or more of the following conditions, and who are unable to receive reasonable benefit from general education will be identified and supported by an Individualized Education Plan (IEP).

- Autism Spectrum Disorder (ASD)
- Deaf-Blindness
- Developmental Delay (DD)
- Hearing Impairment, Including Deafness
- Intellectual Disability (ID)
- Multiple Disabilities (MD)
- Orthopedic Impairment
- Other Health Impaired (OHI)
- Serious Emotional Disability (SED)
- Specific Learning Disability (SLD)
- Speech or Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment, Including Blindness

If one or more of these eligibility categories is suspected, the first step may be a screening and/or records review to guide the evaluation process for the individual student and their family. Screenings typically should have parent permission, unless the screening is given to all students. Students suspected of having a Specific Learning Disability must have 6-8 weeks of

Tiered Interventions and Progress Monitoring through MTSS prior to ESS evaluation. When it is appropriate to go to ESS evaluation, a consent to evaluate for special education is created for parents/ guardians to sign. When that page is received, a 60-day timeline begins to complete the necessary components of evaluation (i.e. record reviews, observations, interviews, assessments). An initial evaluation meeting is then scheduled to discuss the data from the evaluation. This team must include the parent/ guardian. If the student is eligible for special education/ ESS based on the eligibility criteria, an Individualized Education Plan (IEP) is created and implemented within 30 days. Staff from Kwiyagat Community Academy and the SJBOCES will be responsible for implementing the IEP. Specialized Services from the SJBOCES include:

- Speech and Language
- Occupational Therapy
- Physical Therapy
- School Psychology
- School Social Work
- Vision and Mobility
- Deaf Education and Audiology
- Assistive Technology
- Gifted/ Talented Education

Partnership between the San Juan Board of Cooperative Educational Services (SJBOCES) and the Ute Mountain Ute Tribe strives to make a positive impact and to support every student in their individual needs. Overidentification of Native students has been a consistent concern for the UMU community and the Colorado Department of Education. The SJBOCES is aware of this disparity and its service providers strive to respect and overcome the difference of culture and language versus an individual's disability or delay.

Through collaboration with the SJBOCES, staff at Kwiyagat Community Academy will have access to specific tools and training to ensure appropriate identification of Culturally and Linguistically Diverse (CLD) learners. By recognizing UMU community members as CLD learners in the context of ESS processes, evaluation tools, collaboration methods, and inclusive practices will thereby decrease overidentification of Native students.

CLD students, identified as disabled in elementary or middle school at higher rates than their white peers, performing below grade level but appearing to have higher potential, are at risk for dropping out. Disproportionality is defined as the "overrepresentation" and "under-representation" of a particular population or demographic group in special or gifted education programs relative to the presence of this group in the overall student population (National Association for Bilingual Education, 2002). According to the U.S. Department of Education (2006), approximately 13.5 percent of all students in K–12 schools receive special education services. Some subgroups of children, especially those from CLD populations, receive special education services at rates that are significantly higher or lower than 13.5 percent.

Certain CLD learners appear at increased risk for a special education referral and are more likely to be labeled under particular categories. For example, information from the U.S. Department of Education (2006) shows that American Indian/Alaska Native children are overrepresented in the category of intellectual disability; one and one-half times more likely to receive services for specific learning disabilities than White students; and twice as likely to receive special education for developmental delays as other CLD groups.

Legal guidelines require school teams to assess CLD students in the language and form most likely to yield accurate information and to consider the impact of cultural differences or limited English proficiency on student performance. In addition, evaluation teams may not determine the child has a disability if the determinant factor is lack of appropriate instruction in reading or math. Determining the impact of these “exclusionary factors,” however, has proven difficult for school teams since the federal law does not specify how to determine if cultural and language differences are the primary causes of the child’s achievement or behavioral difficulties. Key considerations in reducing test bias include appropriate test selection, administration, and interpretation, as well as knowledge of how bias might affect the scores of particular students. Of primary importance is whether the test norm sample included an adequate number of students with similar racial and cultural backgrounds as the child being tested (National Education Association, 2007).

In addition to the culturally and linguistically appropriate assessment tools, CLD students and their families must be treated with cultural respect throughout the ESS evaluation and IEP process. Positive and Inclusive Family/School partnership is essential to the success of CLD learners. Kwiyagat Community Academy staff and families will have access to the Ute Mountain Ute Tribe (UMUT) Education K-12 Case Worker to act as an advocate and liaison for culturally appropriate practice within ESS procedures.

A day in the life of a student on an IEP would closely match the daily schedule and routines of a student without an IEP at Kwiyagat Community Academy. The nature of Project-Based Learning pedagogy lends itself to individualized and self-paced learning for all students. A student on an IEP may have specific projects that are designed to target the goals in their IEP, whether those skills are gained in independent work, small group instruction, or 1:1 instruction. Students on IEPs or 504 Plans (see below) will have access to accommodations in their regular classroom on a daily basis, to “level the playing field” of learning and give every child a fair opportunity to learn and demonstrate what they learn. It would be the ideal image to walk into a classroom at Kwiyagat Community Academy and not know which students are supported by IEPs or 504 plans.

c) Students with Section 504 plans

Section 504 of the Rehabilitation Act (1973) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

The child who has a disability or impairment does not automatically qualify for special education services under the IDEA. If the child has a disability but does not need special education services, the child will not qualify for special education and related services under the IDEA but may receive protections under Section 504.

To be eligible for protections under Section 504, the child must have a physical or mental impairment. This impairment must substantially limit at least one major life activity. Major life activities include walking, seeing, hearing, speaking, breathing, learning, reading, writing,

performing math calculations, working, caring for oneself, and performing manual tasks. The key is whether the child has an "impairment" that "substantially limits . . . one or more . . . major life activities."

Section 504 requires an evaluation that draws information from a variety of sources. Under Section 504, the child with a disability may receive accommodations and modifications that are not available to children who are not disabled. These accommodations and modifications are also available under IDEA. A reasonable accommodation is a change, adaptation, or modification to a policy, program, service, or workplace which will allow a qualified person with a disability to participate fully in a program, take advantage of a service, or perform a job. In certain circumstances, a student with a 504 plan may also receive specific instruction from SJBOCES services providers for a limited amount of time.

Decisions regarding 504 plans will be made by the Kwiyagat Community Academy Child Study Team (CST), including the student's family and a school-based medical professional. Parents/ guardians or staff members can request an evaluation for a 504 plan. It is recommended that 504 plans be reviewed annually.

d) Students identified as gifted and talented (G/T)

Kwiyagat Community Academy and the SJBOCES are dedicated to the education of gifted students: those whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Students will be annually assessed to determine if they qualify for gifted and talented services. A gifted and talented student has multiple pathways for identification, including general intellectual capacity, academic aptitude (e.g. reading or math) or specific talent aptitudes (e.g. art or music). The school will follow the Colorado Department of Education Gifted and Talented guidelines for identification and services, including Early Access.

Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

The school will use a body of evidence, including interim assessments, such as AIMS Web Plus (typically over 90th percentile in one or more tested areas) and formative assessments from Wonders and Everyday Math to determine if the child is exceeding academic expectations and needs additional services. In addition, the school will take referrals from the music, art, drama, and physical education teachers to determine if GT identification is warranted.

Advanced Learning Plans will be created for all Gifted and Talented students within 30-45 days of identification. Plans will be updated annually and follow the recommendations from CDE Advanced Learning Plans guidance.

e) Students classified as English Learners

Students who enroll in Kwiyagat Community Academy will be given a Home Language Survey (HLS) that will begin the process to determine if there is a language influence other than English. The HLS will include a question about ancestral language and whether other family members (such as grandparents) speak a language other than English. Due to socio-political and historical factors, tribal language loss has occurred over time, especially as a result of Native tongues being forbidden during the Boarding School era. Students were severely punished or made to feel ashamed of their mother tongue. Thus, what emerged in many cases was an English "code" or Native American English dialect (Flanigan, 1983). Students have "English speaking knowledge that uses skills derived from the ancestral (heritage language). Sentence construction, spelling, pronunciation and vocabulary reflect direct Indian language influence"(Flanigan, 1983). Flanigan's original linguistic research about the influence of heritage language made a strong case for Native American students to be included in the revised wording of the Bilingual Education Act in 1978. She noted that a revitalization of both the ancestral tongue (via bilingual education) and English literacy is a positive path for Native American English Learners. However, the socio-political considerations warrant attention, as well. Due to prior linguistic and cultural oppression, in many Native American households, the Native Language may not be spoken directly or frequently, but non-standardized English (or code referenced above) may be spoken (Carjuzzi, 2016). Non-standardized English can influence a child's initial understanding of common English conventions. It impacts academic language and the language of assessment. Given that families offer varying answers to home language surveys based on these historical factors, a teacher referral, family interviews and other bodies of evidence can also be used to launch a language screening assessment for English. If it appears that the students may need additional services given observations and other evidence, Kwiyagat Community Academy will administer the WIDA Screener/W-APT (W-APT for kindergarten and the ACCESS 2.0 in print copy, *not* online) within 30 days of enrollment. If the results (NEP or LEP) support the identification of English Language Learner then parents will be notified of English Language Development (ELD) service opportunities.

Per the linguistic research cited above and for cultural identity, language services will include daily instruction in the Ute language as well as English. ELD services will be in parallel, as we anticipate an above 20-60% ELL designation, but will wait to determine before we put into the budget. Given that these learners will be part of a language revitalization program, English language and literacy will both support and be integrated into the curriculum. Scaffolds and differentiation for English Learners will be interwoven, especially since the focal point of Kwiyagat Community Academy is both language and culture. This will build students' academic, cultural and linguistic identities. ELD services (grades K, 1) will include a focus on English phonics, vocabulary and syntax, and language forms and functions. However, this will use a comparative lens as Emerging Bilinguals develop and construct knowledge in both languages. An asset-based perspective on language resources will be used to identify and recognize features of students' home dialects, and help students to develop metalinguistic awareness and expand their linguistic repertoires as they simultaneously develop Ute language alongside academic ways of using standardized English.

Teachers will integrate culturally responsive pedagogy with cultural artifacts, the wisdom and direct teaching of elders and Culture and Language Teachers will be infused into the ELA curriculum. Teachers will also embed culturally and linguistically responsive approaches with a focus on language development within content-area instruction to support language development in adopted and teacher-created curricula. For example, these will include scaffolding to access content-area information, the design of culturally responsive interactional

activities to support students' language development, and explicit instruction in language features of both languages within rich language environments. All of this will be guided by language development standards (in this case WIDA) with students developing an empowered and metacognitive approach to their own learning.

The WIDA/ELP Standards

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional **language**
English Language Proficiency Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The **language** of Language Arts
English Language Proficiency Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The **language** of Mathematics
English Language Proficiency Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The **language** of Science
English Language Proficiency Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The **language** of Social Studies

4

The teacher will create lesson plans based on the WIDA/ELP Standards above and using the student's proficiency level ensure that the student is given instruction that will sufficiently meet their needs. CAN DO Descriptors for kindergarten contain specific examples of tasks that students should be able to complete. Read on for more information on these standards for ELL students.

WIDA CAN DO Descriptors:

The CAN DO Descriptors were designed by the WIDA consortium to measure the progress of ELL students. These descriptors represent examples of expectations for students' abilities and range from entry-level beginners to more advanced students.

The six levels for the CAN DO Descriptors include the following:

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

WIDA Skill Areas: Descriptors are made available for each of the WIDA's four major skill areas.

Listening

Students at the entering level are able to perform the most basic functions, such as pointing to stated pictures and identifying familiar objects.

Emerging-level students have taken their first steps and are able to complete more difficult tasks that require critical thought, such as responding to oral prompts such as songs or chants and following simple instructions.

Developing students can follow more complex instructions and possess the ability to understand sequential language and follow multiple oral commands.

Expanding students are capable of demonstrating complex thought and are able to perform more advanced tasks such as matching images to descriptions and acting out situations found in a story.

Students at the bridging level can place pictures in sequential order, re-arrange objects, and create patterns based on oral instructions.

The reaching level is reserved for students who can recognize visuals after hearing a detailed description of the image and pick up on specific information found in a dialogue.

Speaking

Students at the entering level are capable of basic recognition and identification tasks. These students are able to repeat familiar words, and engage in songs and poems, using gestures or other physical movements to express themselves.

Emerging students are able to recount information using language gleaned from stories or excerpts of text.

Developing students can recount the events of a short story with the aid of pictures. They can also provide descriptions of various people, places, or things.

Expanding students can retell stories that they know with the assistance of pictures. They can also share personal experiences with their classmates and may use more than 1 language to do so.

Bridging students are fully capable of expressing personal thoughts and opinions and can also retell information (such as classroom rules) in their own words.

Students at the reaching level can provide summaries of familiar events that include important details. When discussing stories, these students can provide context on characters, plot points, and settings, but may need instructional support to do so.

Reading

Students at the entering level can recognize objects that are labeled in the classroom setting and perform fundamental matching tasks using symbols and pictures.

Emerging students are capable of using drawings to explain information relayed through oral text and are also able to recognize familiar rhymes.

Developing students can recognize familiar words when given proper context. These students can also identify characters and settings when listening to a story being read aloud.

Expanding students can recognize words that are found in picture dictionaries and possess the ability to identify standard forms of text such as poems or storybooks.

Bridging students can order individual words and phrases and understand the role of spatial relations in language.

Reaching students can, with assistance, determine key events, ideas, and details found in stories.

Writing

Students at the entering level can create copies of common symbols with the help of models. They can also dictate familiar information to teachers or classroom assistants with the help of pictures.

Emerging students can copy letters and symbols and are able to draw objects using a model.

Developing students can also use models to reproduce common words and are also capable of expressing personal information in written form with the help of pictures.

Expanding students can generate standard phrases and expressions with the help of illustrated text and can also provide descriptions of stories and events.

Bridging students can write individual words and phrases and make basic story books using a combination of words and pictures.

Reaching students can incorporate words heard in conversations into their writing and are advanced enough to respond to prompts, though they may need support.

WIDA Levels for Grade 1

There are six levels for the Can Do Descriptors. Descriptors range from Level 1 (beginners) to Level 6 (the most advanced students). An overview of how each language skill and key use is addressed at each level is provided below.

Level 1: Entering

This is the most basic level, as students can complete simple tasks but not much else. Students should be able to respond to simple yes-no questions about a story or their likes and dislikes, but they may need to resort to gestures when expressing themselves because they lack the writing and speaking skills to communicate properly. Students may be able to identify important

words and phrases in a text, but will primarily understand content through the use of pictures and illustrations.

Level 2: Emerging

Students at this level have begun to show progress, even if their skills are not yet fully developed. These students can respond to more complex questions ('This is good,' 'That is correct,' etc.) and can perform basic matching tasks related to the labeling of important story information and common items. Emerging students possess the ability to describe objects and places with the help of illustrations. They can also use short sentences to state likes and dislikes and relate basic facts about a topic.

Level 3: Developing

Intermediate students possess the ability to draw connections between important concepts and ideas. They can classify words and phrases into groups based on similarities or differences, and they also have the ability to answer questions about a story's content. At this stage, students begin developing the speaking skills needed to explain associations between two objects and relate why something is happening. They can also describe feelings and experiences in writing.

Level 4: Expanding

Students at the expanding level can follow the narrative of an oral story and recognize the main ideas in excerpts and passages of text. They are also able to distinguish fact from opinion, express the reasons behind their feelings, and use examples or explanations to support any claims and ideas they might express in writing.

Level 5: Bridging

Bridging students can understand multi-step directions, recount entire texts - whether through performances or drawings - and write personal narratives. These students can also describe cause-and-effect relationships and understand step-by-step processes outlined in a text. Students at this level have the ability to sustain conversation by asking questions and can identify claims and supporting evidence used by others.

Level 6: Reaching

The most advanced students are capable of complex analysis and are able to understand why certain events have transpired in stories. They can also predict possible endings to a story and compare and contrast two texts covering the same topic. In addition to identifying the tools used by an author to support an argument, students can defend their own positions and use persuasive language effectively.

Parents and families will have the option to have students formally placed in ELA services or they may refuse services. Documentation will be provided in either instance. For students who are placed into ELD service status, for oral language development, the classroom teacher will include the Student Oral Language Observation Matrix (SOLOM). The SOLOM is a more regular, class-based, authentic assessment based on true observation versus once a year standardized test. The SOLOM is a rating scale that can be used by teachers to focus on language development goals (derived from the WIDA assessment). It uses context-based observations to determine and remain aware of how students are progressing in relation to those language goals. In addition, the SOLOM can be used to observe growth in the Ute language, as well (the SOLOM is written in such a way that it is applicable to other languages). Colorado Department of Education guidelines will be followed, as well as ESSA requirements for placement, redesignation and exiting from the program. This will include at least one annual

family meeting, as facilitated by the Exceptional Student Services teacher, where the focus is on language development. Students will be assessed in the spring in order to determine growth. In the event any students are also identified as a student with disability, then ELD services will be coordinated with to meet the goals of an IEP, if applicable.

3. Detail plans to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff. *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as "D_ServiceProviderAgreements."*

The school will seek to have highly qualified teachers and exceptional student service consultants and instructors to serve students. The Head of School will hold a Special Education K-12 Generalist license or be enrolled in a Special Education Alternative Licensure program. The exceptional student services contracted teachers will hold appropriate Colorado licenses (e.g. Speech Language). The attached letter from SJBOCES outlines the current state of our partnership.

SJBOCES has provided exceptional student services for all school districts in the SW region including district charter schools in the Montezuma Cortez School District, including Battle Rock and Children's Kiva Charter Schools. SJBOCES has an excellent reputation for high quality staff and services. The current letter outlines (1) training the SJBOCES staff will provide for the school employees, (2) coordinate the transition meetings with children and families enrolled in the Ute Mountain Ute Head Start program who plan to enroll in Kwiyagat Community Academy, (3) once students enroll, determine cost of contracted services (see F_Budget) and (4) an invitation for the KCA staff to attend professional development opportunities such as Trauma Informed Approaches, Restorative Practices, Gifted Education and Special Education topics.

Any incoming Exceptional Services staff would join appropriate portions of staff orientation to be aware of Nuchiu culture and language, school curriculum and instructional approach in July and August 2021.

4. Detail how the budget will align with required resources to support special populations. *The description should include:*

- *The student plan management system to house student plans,*
- *Curriculum and instructional materials, and*
- *Necessary staffing and training needed to serve special populations.*

Please also note that the Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.

The school has plans to purchase Infinite Campus, a student management system to house all student records, including IEPs, Advanced Learning Plans, Behavioral Plans, ELL documentation and 504 plans. All student records, including copies of immunization, vision and health screenings, health care plans, medication administration and student accident and illness reports, will be kept in the main office under the supervision of the Head of School. These records may be a combination of paper copies and electronic copies.

IEPs will be stored in the Student Information System and as hard copies as needed. The Exceptional Student Service contracted individuals and the Head of School will be directly responsible for storing the documents in correct locations and keeping all files up to date.

The specific intervention curricular materials will be purchased through Wonders and Everyday Math housed in both the regular classroom and in the Exceptional Student Services Office. Specific materials for speech language services and occupational services and other specialists will be also stored in the Exceptional Services Office.

As mentioned above, all exceptional services staff will be highly qualified and contracted through the SJBOCES. Their transcripts and qualifications will be stored in employee files in the Main Office.

In the budget template, salaries and supplies for exceptional services are included. The budget includes additional contracted services such as social worker, school psychologist, speech language and/or occupational therapist. In addition, specific instructional materials are included in the instructional supply budget in future years.

5. Describe the plan for how your school will support and address student health including the process and procedures for immunizations, record keeping, vision and hearing screenings, health care plans, medication administration, and student illnesses. *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as "D_ServiceProviderAgreements."*

Immunization and Recordkeeping:

During the school enrollment packet there will be a health checklist, including immunization records, physical health report, medications, and special health concerns for each student. All student records, including immunization, recordkeeping, vision and health screenings, health care plans, medication administration and student accident and illness will be kept in the main office under the supervision of the Program Coordinator and Head of School. A part-time nurse will be contracted to review medical records and medication so the Program Coordinator and Head of School can dispense medications with proper training. These records may be a combination of paper copies and electronic storage in Infinite Campus.

Vision and Hearing Screenings:

The school will work closely with the Ute Mountain Ute Health Center (UMUHC) and with a contracted Nurse Consultant to provide child and family health and wellness services, educational events and vision and hearing tests as well as consulting on IEP initial and annual reviews. The plan would be to schedule a health, hearing, and vision check each September and other events throughout the school year. We will also consult with the UMUHC and Nurse Consultant for creating health plans, medication administration and student illness as results of these tests come in. Families will be notified of hearing and vision results and any educational accommodations will be made immediately by consulting the families. For example, a student with a hearing or vision deficiency, may be located closer to the teacher and whiteboard and the teacher can make sure directions are repeated to make sure instruction is clear.

In addition, the Ute Mountain Ute Health Center and Nurse Consultant will work with the Head of School and Program Coordinator for processes and procedures to protect the students and

staff from viruses and how to maintain proper cleaning and a healthy workplace. If a child needs an intensive health plan, the Nurse Consultant can provide a plan.

E. Goals, Objectives, and Pupil Evaluation

In this section, the applicant should describe its plan for an appropriate, consistent, clear, and measurable accountability system

1. Please summarize the school's goals.

Kwiyagat Community Academy has ambitious goals that will be accomplished with an appropriate, consistent, clear and measurable accountability system.

The four overarching goals are:

1. **Cultural and Language:** Students will be proficient in their knowledge and skills related to Nuchiu language and culture by the end of 5th grade in order to understand elders in the community who share Ute cultural stories and traditional knowledge.

   Description: The school will emphasize Nuchiu culture and language in afternoon electives and as the teachers integrate Ute culture and language into other academic content areas. Every student and member of the school community (including teachers and administrative staff) will strive to understand the appropriate aspects of Ute language and culture given their grade level and proficiency background. This understanding of language and culture will guide each student's personal understanding of themselves, their family, and community and be inclusive of all backgrounds. Students will begin in kindergarten and first grade with learning their name and basic identification words (e.g. ears, nose, mother, father, tree, bear) and by fifth grade be able to understand the majority of a story told by an elder and speak basic conversational Ute with a fluent speaker (e.g. introduce themselves, explain how to perform a task or retell a simple story).

   Measurement of Goal: Each student will be evaluated using the Nuchiu Culture Rubric and the Nuchiu Language Rubric (see below and C_Curriculum Alignment) to determine the level of proficiency for each grade level by the Ute language and culture teachers and communicated to parents during each of the three parent teacher conferences. The overall school goal is to increase the percentage of students meeting expectations at the beginning of each year in October compared to the percentage of students meeting expectations at the end of each year in May and report these results to the Board of Directors with specific plans to improve the goal in the future.

   Annual Goals: The overarching goal will be to have at least 50% of all K-1 students meeting expectations for Nuchiu culture and language in Year I, 60% of all K-2 students meeting expectations in Year 2, 70% of all K-3 students in Year 3, 80% of all K-4 students in Year 4, 90% of K-5 students in Year 5.

   Rationale and Intent: Developing a new generation of young people who understand Nuchiu language and culture is very important to the Ute Mountain Ute community. By starting in K-1 the school has the unique opportunity to build background skills and a community of learners that become more proficient over time. We understand that many students may come to school with little or no exposure and background in Ute language and culture, so it might take time to build proficiency in the initial student population. However,

the percentage of students who will be proficient over time will increase due to (1) more students in all grades will be able to practice Ute language skills and cultural knowledge in and out of the classroom on a regular basis as the years progress (e.g. kindergarten students who first start learning the Ute language will be more likely to be proficient in later grades), (2) older students who are proficient will help teach the younger students as the school matures, (3) Ute language and culture classroom teachers and classroom teachers will become more skilled in effective instructional techniques (e.g. learn from Southern Ute Montessori Academy teachers Ute phonemes, spelling techniques, sign language and Montessori-inspired materials and lesson), and (4) families and community programs will start to support Ute language and culture practices at home, which will increase the percentage of students who become proficient. The school does foresee that after 5 years that not 100% of all students will be proficient, therefore, the goal is 90% which is quite ambitious.

2. **Competency:** Students will be proficient in all academic subjects to prepare them for the next stage of life as they enter middle school.

Description: The school strives to ensure that every student reaches high expectations in every academic area, including reading, writing, oral expression and listening, mathematics, science, social studies, art, physical education, drama and music by offering an integrated and interdisciplinary, project-based approach to learning and teaching. The year-long unit plans will closely align with grade level expectations according to the Colorado Academic Standards. The schedule allows for all subjects to be taught each week with focus on indigenous topics that culminate in student-led Presentations of Learning with parents and community members as the authentic audience.

Measurement of Goal: Each student will be evaluated on the academic reporting described below and elsewhere in this document and communicated to parents during each of the three parent teacher conferences. The students' academic performance level will be reported to the Board of Directors on a regular basis, including a report in October for the school goals and in May or June to report on the annual progress. Each content area (Language Arts, Math, Social Studies, Science and Electives (combines Art, Drama, PE and Music) will have an overall rubric-based rating scale with associated evidence. Evidence will include specific criteria and norm referenced scores in Language Arts and Math using AIMS Web and DIBELS. High Scope Kindergarten Readiness will also be an important marker for evidence. CMAS scores will also be considered important evidence as students reach 3-5 grades.

Annual Goals: The overarching goal will be to have at least 50% of K-1 students meeting expectations for the competency goal in Year I, 60% of K-2 students meeting expectations in Year 2, 70% of the K-3 in Year 3, 80% of the K-4 students in Year 4, 90% of the K-5 students in Year 5.

Rationale and Intent: Reviewing past academic data from the 2019 Montezuma-Cortez School District Performance Framework and Progress of American Indian Students (see attachment), it appears that Ute Mountain Ute students are likely to continue to underachieve for numerous historically complex reasons results (see Executive Summary) compared to non-Ute students. School founders understand that many students in Towaoc will have multi-generational linguistic impacts from the transition to their native language to English which impact performance on modern day interim, formative and summative

assessments. However, with the use of culturally-responsive instructional strategies described within this application, should produce higher academic growth scores and increased academic performance. We anticipate the students will perform at least as well as non-Ute students by the end of grade 3, which currently is approximately 28% proficiency on CMAS language arts and 21% proficiency on CMAS math as outlined in (B_Progress of American Indian Students). We expect the KCA students to achieve at least as well as the 2019 Colorado state-wide averages of 41% for ELA and 41% for Math and surpass the American Indian rate of 26% for ELA and 21% for Math. We anticipate the school's ELA scores to be at least 45% meets or exceeds proficient on 3rd Grade CMAS Language Arts and Math. Since the majority of the students will be Free and Reduced Lunch we believe scores will be similar to this subgroup and the ELL and Special Education will be too small to report.

We also believe that AIMS Web will provide the best interim assessment tool for the school as it provides Tiered systems that can assist with Tier 1 vs Tier 2 vs Tier 3 data. For example, we plan to use consulting services from Tegan Lewis, from Battle Rock Charter School to show us how their charter schools uses the 25-90 percentile for making sure students remain on grade level and if a child falls below 25th percentile then Tier 2 strategies are needed and if a student remains below 10th percentile, it may become necessary to explore a learning disability, understanding that no one test is an indicators for either Tier 2 or Tier 3 interventions. AIMS Web can also be one of many indicators of Gifted and Talented identification.

3. **Character and Wellness:** Students will be proficient in traditional Nuchiu character and wellness skills and knowledge to prepare them for life.

Description: The school will emphasize the development of student character and wellness through specific activities that integrate Nuchiu culture. Each student will learn from elders specific character skills such as respect, resiliency, responsibility, integrity, growth mindset, generosity, humbleness, and appreciation of the living world. Students will demonstrate the discipline and fortitude necessary to have a healthy body and positive mind-set.

Measurement of Goal: Each student will be evaluated using the Character Rubric and the Wellness Rubric to determine the level of proficiency for each grade level and communicated to parents during each of the three parent teacher conferences. The Board of Directors will receive a report twice a year on the percentage of students at each performance level. This goal will be measured at the beginning of each year in October and end of each year in May and reported to the Board of Directors and parents in this same month. In addition, school attendance and behavioral referrals will be part of the Character reporting during Parent Teacher Conferences and summarized in Board of Director reports.

Annual Goals: The overarching goal will be to have at least 60% of students meeting expectations for character and wellness goals in Year I, 65% of students meeting expectations in Year 2, 70% in Year 3, 75% in Year 4, 80% in Year 5.

Rationale and Intent: Developing students with prosocial character skills that mirror Nuchiu culture is very important to create an excellent school culture. The school realizes that the creation of this culture may take time so the expectation of having 60% of the students reach this goal seems very possible. As students become mentors for the new students,

then we expect the percentage of students who meet or exceed expectations to rise each year.

4. **Community Connections:** Students will build positive community connections through acts of service, friendships, and mentorship.

Description: The goal is providing opportunities for students to be aware of community connections through acts of service, friendships, and mentorship. Several activities will be built into the school schedule that will provide opportunities for students to interact with tribal elders and individuals from the community, including the parents. Four days per week the students will have Nuchiu culture and language classes from either Betty Howe and/or Mark Wing who will expose them to guest speakers and culture and culture traditions. In addition, we plan to have members of the Elder Committee join the students for lunch and special events during class time to highlight the themes in the year-long units. Furthermore, students will interact with the community and parents during the Presentations of Learning, usually to be held either at the school or the Ute Mountain Ute Community Center. As students gain more experience and grow up, more community service activities will be planned in the community that align with the interdisciplinary units.

Measurement of Goal: Each student will be evaluated using the Community Rubric to determine the level of proficiency for each grade level and communicated to parents during each of the three parent teacher conferences. The Board of Directors will receive a report twice a year on the percentage of students at each performance level. This goal will be measured at the beginning of each year in October and end of each year in May and reported to the Board of Directors and parents in this same month.

Annual Goals: The overarching goal will be to have at least 60% of students meeting expectations for Community Connections goal Year I, 70% of students meeting expectations in Year 2, 80% in Year 3, 90% in Year 4, 100% in Year 5.

Rationale and Intent: Developing students with community connections skills that mirror Nuchiu culture is very important to create an excellent school culture. The school realizes that the creation of this culture may take time so the expectation of having 60% of the students reach this goal seems very possible. As students become mentors for the new students, then we expect the percentage of students who meet or exceed expectations to rise each year.

2. Please use the CSI Baseline Targets Template below to identify the student performance targets the school expects to achieve, interim assessments used to monitor progress, and any other progress monitoring strategies.

For accountability purposes, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Targets for all state-required assessments are required to be included in this form. If you have mission-specific measures that you wish to incorporate within these standard indicators (such as measures of postsecondary readiness above and beyond those evaluated by the State). Be sure to include or attach a definition of each additional measure, as well as the methodology used to evaluate, document and determine metrics for each measure.

- *For each assessment identified in the Assessment **Template Matrix**, please include a target in this form.*

- *Under the **Measure** column, please identify the measure or interim assessment(s) that is being proposed.*
- *Under the **Metric** column, please identify what you will be measuring (% at/above benchmark, scale score, etc.)*
- *Under the **Annual Performance Targets** columns, please set a 1-year and 2-year target for each measure. Because the measure and metric have already been defined in other columns, these columns may just have a numeric value (ex: for the Grad Rate target, a 90 in the Year 1 and 95 in the Year 2 targets would mean that the school is targeting 90% and 95% graduation rates in Years 1 and 2, respectively.*
- *In the **Interim Measures during Year 1** column, identify what interim assessment(s) will be used at least quarterly to monitor progress towards reaching the Year 1 target.*
- *In the **Progress Monitoring Strategies** column, identify any strategies that will be used to help the school meet the target.*

Indicators	Measure	Metric	Student Group	Annual Performance Targets		Interim Measures during Year 1	Progress Monitoring Strategies
Academic Achievement	CMAS English Language Arts (3rd-8th)	Mean Scale Score	All Students	6% meet or exceed (2018)	45% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	AIMS Web Plus Wonders formative assessments	AIMS Web Plus under 25 percentile Tier 2 under 10 percentile consider other measures and referral to Child Study for possible disability Wond ers interve ntions
			English Learners	unknown (2018)	40% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	WIDA AIMS Web Plus Wonders formative assessments	WIDA AIMS Web Plus (above) Wonders interventions
			Free Reduced-Price Lunch Eligible	unknown (2018)	45% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	AIMS Web Plus Wonders formative assessments	AIMS Web Plus (above) Wonders interventions
			Minority Students	unknown (2018)	45% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	AIMS Web Plus Wonders formative assessments	AIMS Web Plus (above) Wonders formative assessments Wonders interventions
			Students with Disabilities	unknown (2018)	30% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	AIMS Web Plus Wonders formative assessments	AIMS Web Plus (above) Wonders formative assessment Wonders Interventions

	CMAS Mathematics (3rd-8th)	Mean Scale Score	All Students	1% meet or exceed (2018)	45% meet or achieve (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	Everyday Math formative assessments AIMS Web	Everyday Math formative assessments AIMS Web (above)
			English Learners	unknown (2018)	40% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	Everyday Math formative assessments AIMS Web	Everyday Math formative assessments AIMS Web (above)
			Free Reduced-Price Lunch Eligible	unknown (2018)	45% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	Everyday Math formative assessments AIMS Web	Everyday Math formative assessments AIMS Web (above)
			Minority Students	unknown (2018)	45% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	Everyday Math formative assessments AIMS Web	Everyday Math formative assessments AIMS Web (above)
			Students with Disabilities	unknown (2018)	20% meet or exceed (2024) on 3rd grade and 4th grade (2025) and 5th grade (2026)	Everyday Math formative assessments AIMS Web	Everyday Math formative assessments AIMS Web (above)
	ACCESS for ELL	% of students at benchmark		unknown (2018)	60% meet or exceed (2021)	WIDA and SOLOM	WIDA and SOLOM
	READ Act	% of students with a Significant Reading Deficiency	All Students	unknown (2018)	less than 10% of student identified with Significant Reading Deficiency	AIMS Web Plus Cut Scores	
Academic Gw	CMAS English Language Arts	Median Student Growth Percentile	All Students	27 median student growth percentile (STAR 2018)	50 median student growth percentile on CMAS (2024) (AIMSweb 25th percentile median 2022)		
			English Learners	unknown (2018)	50 median student growth percentile CMAS (2024)		

					(AIMSweb 25th percentile median 2022)		
			Free Reduced-Price Lunch Eligible	unknown (2018)	50 median student growth percentile CMAS (2024) (AIMSweb 25th percentile median 2022)		
			Minority Students	unknown (2018)	50 median student growth percentile CMAS (2024) (AIMSweb 25th percentile median 2022)		
			Students with Disabilities	unknown (2018)	50 median student growth percentile CMAS (2024) (AIMSweb 25th percentile median 2022)		
	CMAS Mathematics	Median Student Growth Percentile	All Students	30 median student growth percentile (STAR 2018)	50 median student growth percentile CMAS (2024) (AIMSweb 25th percentile median 2022)		
			English Learners	unknown (2018)	50 median student growth percentile CMAS (2024) (AIMSweb 25th percentile median 2022)		
			Free Reduced-Price Lunch Eligible	unknown (2018)	50 median student growth percentile CMAS (2024) (AIMSweb 25th percentile median 2022)		
			Minority Students	unknown (2018)	50 median student growth		

					percentile CMAS (2024) (AIMSweb 25th percentile median 2022)		
			Students with Disabilities	unknown (2018)	50 median student growth percentile CMAS (2024) (AIMSweb 25th percentile median 2022)		
	ACCESS for ELLs	Median Student Growth Percentile		unknown	50 percentile (2021 and future)		
Postsecondary and Workforce Readiness	CO SAT Mathematics (11th)	Composite Mean Score					
	Graduation Rate	% of Students Graduating					
	Dropout Rate	% of Students Dropping Out					
	Matriculation Rate	% of Students Matriculating	100% matriculating into 6th grade				

Optional Mission-	Measure 1: Nuchiu Language	Metric 1: 50% meets or exceeds in Year 1	Nuchiu Language Rubric	Measured three times per year by Culture and Language Teacher	Shared at Parent Teacher conferences Oct, Jan and May	

Specific Measures	Measure 2: Nuchiu Culture	Metric 2: 50% meets or exceeds in Year 1	Nuchiu Culture Rubric	Measured three times per year by Culture and Language Teacher	Shared at Parent Teacher conferences Oct, Jan and May	
	Measure 3: Language Arts	Metric: 50% meets or exceeds in Year 1	Language Arts Rubric	Measured three time per year by Lead Teacher	Shared at Parent Teacher conferences Oct, Jan and May	
	Measure 4: Math	Metric: 50% meets or exceeds in Year 1	Math Rubric	Measured three times per year by Lead Teacher	Shared at Parent Teacher conferences Oct, Jan and May	
	Measure 5: Character	Metric 3: 60% meets or exceeds in Year 1	Character Rubric	Measured three times per year by Classroom Teacher	Shared at Parent Teacher conferences Oct, Jan and May	
	Measure 6: Wellness	Metric 4: 60% meets or exceeds in Year 1	Wellness Rubric	Measured three times per year by Classroom Teacher	Shared at Parent Teacher conferences Oct, Jan and May	
	Measure 7: Community Connections	Metric 5: 60% meets or exceeds in Year 1	Community Connections Rubric	Measured three times per year by Classroom Teacher	Shared at Parent Teacher conferences Oct, Jan and May	

The school, under the leadership of the Head of School and supported by the Native American Community Academy Inspired School Network (NISN), will use the following rubrics to evaluate progress for each of the three Parent-Teacher Conferences and record in Infinite Campus each student's performance:

1. A. Nuchiu Language

	Developing	Meets	Exceeds	Evidence
Oral and Visual Expression	-Can speak grade appropriate words and phrases with 50% accuracy -Can introduce themselves using Nuchiu name and welcome visitor -Can use basic sign language for greetings	-Correctly uses grade appropriate words, verbs and phrases over 50% of the time -Can use sign language along with basic conversation	-Correctly uses grade appropriate words, verbs phrases over 80% of the time -Can recite short story or recollection of event -Can incorporate appropriate sign language to enhance dialogue	Student projects -Teacher and parent observations
Written Expression	-Can spell with 50% accuracy common grade appropriate Nuchiu words and phrases	-Correct write grade appropriate Nuchiu words and phrases over 50% of time	-Correct write grade appropriate Nuchiu words and phrases over 80% of time	Student projects -Teacher and parent observations

Listening	-Pays attention to grade appropriate storytelling and language lessons	-Can interpret culture significance of grade appropriate storytelling and language lessons	-Correctly compares various grade appropriate stories and language lessons to previous examples -Interprets for others	Student projects -Teacher and parent observations

1. B. Nuchiu Culture

	Developing	Meets	Exceeds	Evidence
Social	-Understands social protocols of ancestors and current adaptations	-Compares and evaluates traditional and modern social traditions	-Seeks deeper understanding of cultural meaning of social interactions and traditions	Student projects -Teacher and parent observations
Geographical	-Understands current and past boundaries of Ute lands and 7 original bands	-Seeks to evaluate causes and effects of boundaries and influences of 7 original bands	-Explores with Elders the cultural significance of geographical features and locations	Student projects -Teacher and parent observations
Historical	-Understands current and past historical events of Ute lands and 7 original bands	-Seeks to evaluate causes and effects of previous and current historical and influences of 7 original bands	-Explores with Elders the cultural significance of historical events and trends	Student projects -Teacher and parent observations
Spiritual	-Understands basic Nuchui belief system	-Can explain grade appropriate spiritual meanings of stories, plants, animals and locations	-Can explore with Elders specific belief systems	Student projects -Teacher and parent observations

Economic	-Understands at grade appropriate level the economic forces that explain historical and current day economic conditions	-Can explain at grade appropriate level the impact of to the Nuchiu people various economic forces over time	-Can explore and problem-solve at grade appropriate level current day economic forces influencing Nuchiu people	-Student projects -Teacher and parent observations

2. A. Language Arts

	Developing	Meets	Exceeds	Evidence
Oral Expression and Listening	-Can listen without interrupting -Responds clearly when prompted	-Poses thoughtful questions after listening to others -Can present coherent thoughts	-Encourages others to express opinions -Deepens conversations with meaningful purpose	-Student projects -Teacher and parent observations -Wonders and teacher developed curriculum assignments -AIMS Web starting 1st grade
Reading for All Purposes	-Applies basic comprehension strategies -Reads silently and fluently at grade level	-Applies literature and information texts to real life situations in discussion -Can read aloud in classroom settings	-Reads above grade level -Explores various forms of literature and informational text -Volunteers to read aloud in community gatherings	-Student projects -Teacher and parent observations -Wonders and teacher developed curriculum assignments -AIMS Web

Writing and Composition	-Uses proper grade level conventions 60% in assignments -Has difficulty clarifying opinions, staying on topic, relating to text	-Writes clear opinions and descriptions of explanatory and informational texts -Uses proper grade level grammatical conventions 80% in assignments	-Engages in independent writing on topics of interest -Uses proper grade level grammatical conventions 100% in assignments	-Student projects -Teacher and parent observations -Wonders and teacher developed curriculum assignments -AIMS Web 2nd grade and up
Research Inquiry and Design	-Uses provided resources to answer assigned prompts	-Uses a variety of resources to answer self-initiated questions	-Explores outside of school how various perspectives can answer self-initiated questions	-Student projects -Teacher and parent observations -Wonders and teacher developed curriculum assignments

Grade Season Measure Cut Scores that would determine if a student should be in the Developing category:
*AIMS Web recommended Fall cut-scores by grade and measure.
K Fall Letter Naming Fluency >= 44 Fall Letter Sound Fluency >= 25
1st Fall Nonsense Word Fluency >= 71 and Fall R-CBM-Oral Reading Miscue >= 87
2nd Fall R-CBM- Oral Reading Miscue >= 116 3rd Fall R-CBM- Oral Reading Miscue >= 146

2 B. Mathematics

	Developing	Meets	Exceeds	Evidence
Numbers and Quantity	-Can perform most mathematical operations at grade level	-Masters all appropriate mathematical operations	-Can identify and revise mistakes independently	-Everyday Math assessments -Teacher and parent observations -AIMSWeb Number Naming Fluency (NNF) assessments

Algebra and Functions	-Understands algebraic equations and processes to solve problems	-Can use mathematical operations to solve real life problems	-Can revise approaches to solve novel problems	-Everyday Math assessments -Teacher and parent observations -AIMSWeb Quantity Naming Fluency (QNF) assessments
Data, Probability, and Statistics	-Understands use of data, probability and statistics concepts	-Can use data to solve problems in curriculum -Can use information in everyday life	-Can solve independently created problems	-Everyday Math assessments -Teacher and parent observations -AIMSWeb Number Comparison Fluency (NCF) assessments
Geometry	-Understands geometrical concepts and equations	-Can apply geometrical concepts in everyday life	-Can identify mistakes and solve independently	-Everyday Math assessments -Teacher and parent observations -AIMSWeb Concepts and Application (CA) assessments

Grade Season Measure Cut Scores that would determine if a student should be in the Developing category:
*AIMS Web less than 25 percentile score would indicate developing and between 25-90 as meets and over 90 percentile as Exceeds as cut-scores by grade and measure for each of the listed assessments.

2 C. Social Studies

	Developing	Meets	Exceeds	Evidence
History	-Understands historical events	-Can compare past with present	-Finds new information of past independently	-History projects -Teacher and parent observations
Geography	-Understands geographical culture and geographical concepts	-Can easily use geographical tools to answer questions (e.g. maps, compass, globe, web-based)	-Creates unique and appropriate explanations of cultural and geographical connections	-Geography projects -Teacher and parent observations

Economics	-Understands economic concepts of trade, value, work	-Uses concepts to guide personal decision-making and observations of community decisions	-Explore new ideas from other societies of exchange	-Economic projects -Teacher and parent observations
Civics	-Understands basic concepts of personal responsibilities and community services	-Translates civic concepts to everyday life in classroom and in community	-Takes leadership in school or community to solve problems	-Civics projects -Teacher and parent observations

2 D. Science

	Developing	Meets	Exceeds	Evidence
Physical Science	-Understands basic Physical Science concepts	-Connects personal events to concepts -Performs experiments with minimal guidance	-Explores new ideas related to concepts -Finds new applications of original assignment	-Science projects -Teacher and parent observations
Life Science	-Understands basic Life Science concepts	-Can make observations of life patterns and connect to concepts	-Extends lessons independently -Encourages others to explore new ideas	-Science projects -Teacher and parent observations
Earth and Space Science	-Understands basic Earth and Space concepts	-Can connect concepts to personal experiences	-Formulate new ideas -Independently explores areas of interest	-Science projects -Teacher and parent observations

2 E. Arts, Drama, PE/Health, Music

	Developing	Meets	Exceeds	Evidence
Art	-Disregards artistic expressions -Performs minimal art project expectations	- Appreciates artistic expressions -Completes all artistic assignments	-Finds ways to extend meaning of artistic expressions -Works hard to improve personal artistic abilities	-Student art projects -Reflections on art assignments -Teacher and Parent Observations
Drama	-Unengaged or critical of theatrical events	-Finds positive qualities in theatrical events	-Suggests creative interpretations of theatrical performances	-Individual and group performances -Reflections on theatrical performances -Teacher and Parent Observations
PE/Health	-Limited attempts to exercise and exert physical their body in PE class -Resistance to healthy diet suggestions	-Participates actively in physical education -Aware of benefits of exercise	-Leads physical activities in class when appropriate -Informs others of benefits of physical exercise	-Teacher and Parent Observations -Personal reflections and assignments
Music	-Resistant to listening to or performing new music	-Enjoys multiple types of music -Can interpret meaning from music	-Explores new types of music independently -Practices musical instrument or singing on their own time	-Teacher and parent observations

3. A. Character

	Developing	Meets	Exceeds	Evidence
Respect/Generosity	--Blames or makes fun of others -Harms property -Disregards feedback	-Listens to others -Uses “thank you” and “please” -Accepts feedback -Takes turns	-Shares easily with others -Stands up when others are bullied	-Teacher Observations -Personal reflections and assignments
Responsibility/Integrity	-Needs frequent redirection from teacher -Often late or tardy to class	-Completes tasks without reminders -Volunteers for chores -Admits to mistakes	-Encourages others to complete tasks -Compliments others -Reflects on mistakes	-Teacher Observations -Personal reflections and assignments
Growth Mind-set/Humbleness	-Frequently refused to revise work -Brags or boosts excessively without accomplishment	-Works through challenges -Takes appropriate risks - Proud of accomplishments	-Helps others -Offers group solutions to problems -Seeks out challenges	-Teacher Observations -Personal reflections and assignments

3. B. Wellness

	Developing	Meets	Exceeds	Evidence
Healthy Diet	-Relies on high sugar diet -Unaware of healthy choices	-Eats balanced diet -Tries new foods and drinks -Knowledgeable of benefits of healthy diet	-Shares healthy food and drink ideas with classmates -Informs others of benefits of healthy diet	-Teacher Observations -Personal reflections and assignments

Physical Attributes	-Limited attempts to exercise and exert physical their body	-Participates actively in physical education -Aware of benefits of exercise	-Participates with family and community activities that promote physical activity -Informs others of benefits of physical exercise	-Teacher Observations -Personal reflections and assignments

4 Community Connections

	Developing	Meets	Exceeds	Evidence
School Community	-Disrupts teachers and students -Does not participate in all school events	-Helpful to classmates and teachers -Has friends at school and positive influence on others -Helps with school events	-Initiates school activities -Volunteers for extra chores and committees	-Teacher Observations --Personal reflections and assignments
Towaoc Community	-Disobeys rules at Recreation center and other locations -Does not participate in community events	-Respects community rules -Expresses appreciate to community hosts -Participates in community events and mentoring activities	-Performs age appropriate volunteer activities in community -Helps community understand important issues -Seeks out age appropriate mentors	Teacher Observations --Personal reflections and assignments

3. Complete the Assessment Matrix below, documenting all school-selected and state-required diagnostic, formative, and summative assessments that will be administered at the school in order to measure student progress towards the above stated goals.

Assessment Name	**Content Areas** (ex: Math, Early Literacy)	**Purpose** (Provide a rationale for the selection of this assessment, including alignment with curriculum and instruction.)	**Type** (Diagnostic, Interim, Summative)	**Frequency** (ex: Annual, 2/year)	**Administration Calendar** (ex: Jan-Feb)
W-APT	English	Identify language proficiency of students with a home language	Diagnostic	Upon enrollment /	Within 30 days of enrollment

		other than English			
ACCESS for ELLs	English	Determine progress in English proficiency	Interim	Annual	January-February
CMAS	Language Arts	Determine student achievement in knowledge of Colorado Academic Standards in Language Arts State requirement Alignment with curriculum	Summative	Annual start in 2023-24	March-April
CMAS	Math	Determine student achievement in knowledge of Colorado Academic Standards in Mathematics State Requirement Alignment with curriculum	Summative	Annual start in 2023-24	March-April
AIMS Web Plus	Language Arts	Determine Significant Reading Deficiency Determine as part of Tier 3 Support Analysis (MTSS) Alignment with curriculum	Interim	3x/year	September, January, May
AIMS Web Plus	Math	Determine as part of Tier 2 & 3 Support Analysis (MTSS) Alignment with curriculum	Interim	3x/year	September, January, May
Kindergarten Readiness High Scope	all	Determine kindergarten readiness	Diagnostic	Upon Enrollment	within first 60 days for kindergarten students

4. **Provide a description of the procedures for taking corrective action in the event that pupil performance falls below the goals and objectives.** *The description should include:*
    - *The school's plan for identifying and reducing the academic achievement gaps among its student populations*
    - *How data will be used to inform areas such as professional development, instruction, and teacher evaluations*
    - *A corrective action timeline, the responsible person, and possible changes to be considered as appropriate*

Interim Assessments:

The School will rely on AIMS Web Plus for language arts and math interim assessments. AIMS Web Plus is an approved assessment system for the Colorado READ Act and has been used successfully by the Battle Rock Charter School, which is only 25 miles away and also a very small rural and culturally diverse school, outside Cortez. The teachers at Battle Rock have agreed to work together to help train our staff on the use of AIMS Web and how they analyze the data for instructional improvement, professional development, teacher evaluation, and parent communication (see B_Letters of Support). AIMS Web Plus "screens and monitors the reading and math skills of PreK–12 students. With its robust set of standards-aligned measures, AIMS Web Plus uncovers learning gaps quickly, identifies at-risk students, and assesses individual and classroom growth. AIMS WebPlus also has add-on screeners for behavior and dyslexia for a comprehensive, all in one system." The data will provide critical information to instructional staff, parents, and school leaders as one point in the analysis of how well students at the school are performing academically. The data will also drive the Competency School Goal, creating benchmarks for annual student performance.

The school will plan to identify academic achievement gaps through the analysis of regular intervals of interim, formative and summative assessments. By using a variety of assessments, the school staff and leadership will be able to reduce academic achievement gaps among the student populations and inform professional development, instruction, teacher evaluations and parent communications.

For incoming Kindergarten students, teachers will assess all Kindergarten students within 60 days each year using the High Scope. Results will be shared with parents during the first Parent Teacher Conference in October and used to support developmental appropriate growth for each student. Kindergarten teachers will receive adequate training on the chosen assessment prior to the August 2021 start of school.

Formative Assessments:
The Wonders literacy curriculum and Everyday Math curriculum will provide teachers with excellent curriculum, sequenced through the year and from grade to grade, with formative assessments that lead teachers and students to acquire knowledge to demonstrate competencies necessary to be successful in school and beyond school. In addition, both of these McGraw Hill products have excellent, hands-on, cooperative learning materials that will be used in Tier 1, 2 and 3 instructional practices. The use of this wide range of materials will support instruction with easy to access professional development opportunities.

Other formative assessments that will be used include the customized Nuchiu culture and language rubrics, competency in academic content, character and wellness rubrics, and community rubric (see above and C_Curriculum Alignment). These measures will be completed

three times per year prior to Parent-Teacher conferences to inform parents and teachers of the progress towards these important goals.

Plans to remediate, including grade retention, will be discussed with the parents, teachers and Head of School. After school tutoring will be considered, given the various programs available in the Tribal programs and summer school programs. The Head of School will help coordinate those resources for the parents if needed.

Summative Assessments:
Colorado Measures of Academic Success (CMAS) are the summative assessments the school will focus on as the school grows in grade level. These tests will be administered in grade 3-5 and starting in year 3 of the school. The listed interim and formative assessments, particularly in Wonders, Everyday Math and the Standards Based UbD Indigenous Units that are being built as the curriculum development advances. All of these curricular are closely aligned with CMAS and will provide accurate predictors of student achievement.

Other school summative assessments include the six Presentations of Learning performance tasks outlined in the Kwiyagat Community Academy K-1 curriculum. Each unit will have a specific standards-based performance task that will focus teaching and learning for six weeks, culminating in a community performance of the theme of the unit. For example, a unit on Stories and Seasons, will require students to illustrate a personalized story about a season, using reading, writing, oral communication, visual arts, math, science and social studies content to demonstrate their knowledge and skills. These Presentations of Learning will be used to assess and document academic proficiencies (e.g. Language Arts, Science, Math and Social Studies), content knowledge and character skills.

Corrective Action:
Several opportunities will exist for corrective action. The use of interim, formative and summative assessments, as well as teacher observations, will alert the Head of School and teachers of student progress or lack thereof. Teachers can use this information to provide re-teaching, extra time for certain students or individuals, to master the skill before moving on in the curricular sequence or provide opportunities for advanced learning opportunities. If teachers adapt instruction as part of whole class instruction and students or individuals still lag behind, they can use Tier 2 strategies (e.g. small group of individual lessons). If more support is needed, the teacher can use the Child Study Team (meeting monthly on Wednesday Early Release Days) to gain more ideas from the other professionals at the school and through the SJBOCES. If a student needs Tier 3 strategies for more intensive instruction (e.g. Wonders or Everyday Math or ESS teacher support) the student will be provided the support they need. If necessary, the student who does not show success, can be referred to SJBOCES to begin the evaluation process to determine social or learning difficulties.

Other opportunities to correct academic achievement and character or socio-emotional gaps might include all the instructional staff attending professional development activities in the region. The SJBOCES offers frequency training on Special Education, Trauma Informed Instruction, and Socio-Emotional programs that can help a whole class and school with strategies that might impact teaching and learning. In addition, teacher evaluation processes can identify teachers who may need professional development in a specific area and target resources to help him or her gain valuable skills to apply in the classroom.

Finally, strong communication with the Ute Mountain Ute Head Start program will be utilized. If there are cohorts or individuals with academic and behavioral needs, appropriate meetings between the two schools will take place to identify services and programs to make the transition to the KCA as positive as possible.

F. Budget and Finance

1. Provide details of how the 6-year budget aligns with the proposed execution of the school's mission. Please discuss staffing, curriculum, professional development, and technology.

Year 0 (March 2021-June 30, 2021)

Kwiyagat Community Academy will pursue two options for starting the new school year with adequate staffing, curriculum, professional development and technology from grant fund sources.

Option #1: The NACA Inspired School Network (NISN) has a federal Charter School Grant that would award Kwiyagat Community Academy up to $100,000.

Valerie Siow, NISN Fellow Mentor stated in July 21, 2020 " I learned last week that we recently submitted a budget modification that would increase our capacity to fund KCA from $75K to $100K. I'm looping in Nate Morrison (Senior Operating Officer) in this conversation as he has more specifics on time frames. There is potential for other funding beyond year zero depending on if another federal grant of ours will allow us to include Ute Mountain Ute in our service area."

We are still working on grant guidelines for expenditures but we anticipate spending funds in the following categories:

$2,000 stipends for KCA teacher participation in July or August 2021 to attend NISN Summer Curriculum Institute with other NISN teachers

$20,000 for facility repair and renovation (limited to 20% of grant funds)

$25,000 for 10 computers, server, networked printers (5), and related hardware

$20,000 curriculum and assessment programs and materials in all content areas and Ute and Indigenous culture and language materials

$20,000 in classroom and school furniture

Total of $77,000

*if $100,000 was available we would discuss allowable expenses and increase in the areas of greatest need, including curriculum and operational training.

Option 2: Kwiyagat Community Academy submits and is awarded full expenditures for Colorado Charter School Program funds for New School Application with Focused

Program designation of $231,000. We are currently in conversation with Gina Schlieman, GPS Strategies to help write the CCSP grant proposal for us.

Brief Overview of Charter School Program New School Funds (see Year 0 page 4 in F_Budget):

Revenue: CSP grant, $100,000 based, $900/student in year 5= $181,000, plus $50,000 Focused Programming= $231,000 (in most ideal situation)

Head of School and Program Coordinator April 15-June 30, 2021: $21,000 total HOS ($5K/mo @ 2.5 months or $12,500) and Program Coordinator $8500 ($3400/mo @ 2.5 months) to assist in school readiness, ordering supplies, interviewing any teachers or instructional aide, conducting and participating in training (April 15, 2021-June 30 2021).

In Year 1-2 this line item would change to $6000 to pay $2000 stipends for three (3) teachers for curriculum development and designing specific lessons for the upcoming grades (Year 1- Grade 2, Year 2- Grade 3).

Educational Services: $29000 with $5000 for hiring educational consultant(s) to complete curriculum six-week units and daily lesson planning (complete work started with NISN from Fall and Spring to make sure daily lessons are as ready as possible for Fall 2021. Additional educational consultants would be hired from NISN to collaborate with the teachers who are provided stipends 2022-23 and 2023-24, Year 2-3 of the grant) and $24,000 Infinite Campus and other related student information platforms and curricular subscriptions (April 2021-June 30 2021) Infinite Campus $5000 base subscription and may add additional features as needed (April- June 2022 and 2023 in Year 1 with $19,000 line item and $7,000 in Year 2 of grant to cover mostly Infinite Campus expenses).

Assessments: $3000 Purchasing AIMS Web, Kindergarten Readiness (High Scope), Wonders and Everyday Math, and explore other science and social studies and indigenous curriculum assessments. (April 2021-June 30 2021 and Year 1- of grant, as grade and curriculum expand)

Legal Services: $6,500 Assist with legal consulting on Ute Mountain Ute school legal review of existing tribal laws and establish a clear employee, parent and student and school handbook and policy manual. (April 2021-June 30 2021, and Year 1-2 of grant, as permanent building is explored and issues arise around zoning and building compliance)

Repairs and Maintenance: $23,000 Complete repairs and upgrades to Education Building, HVAC upgrade, install updated fire suppression and upgrade kitchen facility, create staff only bathroom, renovate one classroom into lunch and multi-purpose room by adding hand washing sinks and custodial mop cleaning floor sinks. (April 2021-June 30 2021 and Year 1-2 as additional classrooms and facilities are needed, such as 2nd and 3rd grade classrooms, rooms for electives and larger lunch/multi-purpose room)

Rental of Equipment: $2,000 cleaning equipment and equipment related to renovation and repairs (April 2021-June 30 2021 and in Year 1-2 as facility needs increase)

Postage, Advertising Marketing and Recruiting: $1000 & $2000 expenses in print and advertising materials prior to school opening (April 2021-June 30 2021 and Year 1-2 as recruitment continues).

Travel and Registration: $3000 Funds for attending region (e.g. NISN) meetings and conferences (April 2021-June 30 2021)

General Supplies: $30,000 Curriculum materials (purchase K-2 in Year 0 for Year 1) for Everyday Math, Wonders, and science and social studies materials, electives and culture and language materials (purchased April 2021-June 30 2021)

Office Supplies: $6000 Order for paper, art supplies, classroom/office supplies for children (so no fees are applied), bathroom, copier, etc... (purchased April 2021-June 30 2021)

Food and meeting: $1500 Year 0 room rentals for 10 weekly meetings and food (April 2021-June 30 2021)

Books and Periodicals: $25,000 books and subscriptions for classroom and school library (purchased April 2021-June 30 2021)

Electronic media: $5,000 Books and subscriptions for classroom and school library (April 2021-June 30 2021)

Leasehold improvements: $15,000 Parking area and signage, playground equipment (April 2021-June 30 2021)

Furniture and fixtures: $20,000 classroom chairs, tables, cabinets, lunch tables, replace lighting, improve doors (April 2021-June 30 2021, slightly increased expenditures as each grade expands in Year 1-2 at $30,000/year)

Non-capital equipment: Computers, printers, servers and related hardware $34,830 in Year 0 and $36,023 in Year 2-3 (Year 0: 5 full time employees work station, classroom student laptop carts for 2 classrooms- Year 0, two additional classrooms, 2nd grade and electives classroom purchased Year 1, and 3rd and 4th grade and second elective classroom Year 2)

Dues: $1500 for Infinite Campus Year 1-2

Operating Revenue and Expenses:

Revenue (set amount as determined by CSI spreadsheet and anticipated PPOR of $7,820 in 2021 as suggested by Amanda Karger on 7/24/20. Other areas are autofilled, see F_Budget, page 1 Enrollment and page 3 Assumptions)

Expenses:
Staffing (see F_Budget page 2 Staffing Plan with 3% raises each year):
Head of School: $48,000
Program Coordinator: $30,000
Kindergarten teacher: $34,000
First grade teacher: $34,000

Second, Third, Fourth, Fifth Grade Teachers ($34,000 starting Year 2, 3, 4 and 5 respectively)
Instructional and Student Support Aide: $21,000 @ .80 = $16,800 ($15/hr, 6-hour day for 175 days) and adding one Instructional and Student Support Aide each year 2-5)
Substitutes: $1,440 ($80/day @ 18 days)

Benefits:
FICA State Unemployment 18.4%, Medicare 1%, Tribal Health/Dental $7200/employee/year

Notes: The teacher salaries are competitive with Montezuma Cortez School District salary schedule for Step 3 BA+ 30 credits which is $35,464 and found on the district website. Head of School is low relative to other principals in the region (step 0 $55,000 in Cortez schools). However, given the small size of the student body in the first few years, the Head of School salary of $50,000 seems compatible to the job responsibilities and overall school budget. Instructional and Student Support Aide at $21,000 us competitive related to Head Start and other youth organizations in the region. Year 2 Program Coordinator is competitive with district Administrative Assistant range 7-8 and Instructional and Support Aide also competitive at $15/hour. (see F_Budget page 2 Staffing Plan).

Curriculum (under general supplies):

Operating Budget
Year 1: (page 5 F_Budget)
Language Arts: Wonders will cost $750 in the first year for Kindergarten and First Grade.
https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/catalogs/2020/2020-elementary-catalog.pdf

Math: Everyday Math will cost $500 the first year with Kindergarten at $200 and First Grade for $300
https://www.mheducation.com/prek-12/program/everyday-mathematics-2020/MKTSP-TRA18M0.html

Other curricular supplies: $250 for Nuchiu language, culture, science, social studies, art, drama, physical education

Total: $1,650 (will be significantly supplemented by CCSP funds)

Year 2:
Language Arts: Wonders will cost $1200 in the first year for Kindergarten and First Grade.
https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/catalogs/2020/2020-elementary-catalog.pdf

Math: Everyday Math will cost $1000 the first year with Kindergarten at $600 and First Grade for $900
https://www.mheducation.com/prek-12/program/everyday-mathematics-2020/MKTSP-TRA18M0.html

Other curricular supplies: $275 for Nuchiu language, culture, science, social studies, art, drama, physical education

Total $2,475 (also significantly supplemented by CCSP funds)

Year 3-6: (Year 3 $3,300, Year 4 $4,125 and Year 5 $4,950 and Year 1 & 2 will purchase grade 3-5 curriculum in those years)

Assessments: Year 1

AIMS Web Plus $240 ($8/student/year @ 30 students
High Scope Kindergarten Readiness $105 ($7/student @ 15 students)
DIBELS Reading Assessment $30 ($1/student @ 30 students)

Total $375 (will be supplement by either CSP grant funds listed above)

Year 2-6 similar increases through the years.

Student Information System:

Infinite Campus will be the Student Information System, which will cost $21,000 for the start up Year 1 and $5000 each year after and provided by either (1) NACA Inspired School Network (NISN) Charter School Network Grant funds described above (see C_Letters of Support) or by (2) KCA's Colorado Charter School Grant funds. This platform will hold student information, attendance, academic performance, health information, meals, school fees, classroom grades and assignments, and other personal information required for CSI and state reporting. This platform can also be used for parent and staff communication. There will be no initial cost to the school for this program from the operating funds in the first two years but the $5000 is placed under dues in Year 3 and beyond.

Professional Development: Professional development seminars each month (July 2021-June 2022) with in-kind consultants (funded more fully once grant money is available). In-kind professional development will involve Native American Community Academy Inspired School Network (NISN), San Juan Board of Cooperative Services (e.g. Exceptional Student Services, Trauma Informed Approaches), Southern Ute Montessori Academy (Ute language and culture, classroom design), Fort Lewis College School of Education (e.g. exceptional student services, ELL, parent involvement), Colorado State University Extension Office (e.g. STEM nights, greenhouse, gardening), Ute Mountain Ute Historic Preservation Office (e.g. Ute history and culture) (see B_Letters of Support and Section C5 and F4).

Wonders and Everyday Math will have professional development series that will be part of the regular Wednesday School Staff Meetings. Topics will include enrolling students, using curriculum scope and sequence, progress monitoring, student remediation, online options and parent partnerships.

Professional development for AIMS Web Plus and High Scope Kindergarten Readiness software programs will take place prior to school and help teachers learn to monitor academic achievement and create useful data to inform instruction.

Head of School and Program Coordinator will complete professional development in Infinite Campus and MOMSoftware, AIMS Web Plus and High Scope Kindergarten Readiness.

Native American Community Academy Inspired School Network (NISN) training will include monthly All School Leadership Summits, and cross-site learning exchanges with other

schools in the network with a focus on elevating teaching and learning in an indigenous context.

Technology:
Three classroom computers, five employee computers, or a total of eight computers and printers and networking servers and classroom laptop carts will be provided by grant funds prior to the start of the year. Tribal Behavioral Health is also applying for technology grants for the school. If additional funding sources are not located, additional computers and associated technology will be used from the projected school budget by trimming the curricular supplies or other areas as identified by the Head of School. Funded from CCSP or NISN at $36,023 each year for three years.

Professional Contracted Services: $4,208 for Exceptional Student Services contracted with San Juan BOCES, for School Psychologist, Speech Language, Social Worker, Occupational Therapists and others as needed or base of 75 hours or two hours per week to be expanded as needed @$60/hour (see C_Letter of Support and D_Service Agreement) Nurse Consultant budget will be $4,000 @ approximately 4 hours/28 weeks @ $35/hr and will be paid from a variety of services: Year 1: Operating Budget $1200, Title I $6998, CSP Grant Professional Services $19,000), IDEA $3,008.

Food: Daily Snacks and Presentation of Learning Events $450 (Year 1) with Year 2- $675, 3- $900, 4- $1,125 and increasing each year as more students enroll)

Transportation for Field Trips: Local cultural and historical sites will be covered through Education Department transportation budget (e.g. Ute Mountain Ute Tribal Park, Ute Mountain Ute Farm and Ranch Operations, Year 1 $150, Year 2-5 increases to $450, $600, $750, $900)

Office Supplies: $300 for miscellaneous expenses, Year 2 $450, Year 3 $600, Year 4 $750), **Postage** $150 and increase as school expands (most information on website)

Tribal Services will cover:

Use of the UMU K-12 Education Building (see H_Facility Map) with no rental charges for building, including building custodial services, facility repair and maintenance funds, property liability and insurance, utilities, water, sewer, trash, heating and cooling, existing technology and custodial budgets, and access to legal services, HR Department for payroll services, UMU Contracts office, UMU Grants Office, UMU Finance Office and annual audits, UMU Tribal Council staff, Education Department Culture and Language teacher for four classes per week, Director of K-12 Education Department, who will overseeing Culture and Language teacher, After School Staff, student transportation, Johnson O'Malley funds (supplemental from Montezuma Cortez Re-1), UMU IT Department for computer maintenance, repairs, inventory, set-up, disposal, software, servers, website and networking, use of Recreation Center. Approximately $80,000/year of in-kind services.

Note in response to CLCS reviewers: Will there be any Ute Mountain Ute students who live in New Mexico and Utah: The school understands that no UMU students from Utah or New Mexico are funded in Colorado. There are no UMU students from either of these states anticipated to enroll.

On-going Budget for School Facilities:

The attachment (see H_Facility Map) and description in F9 below addresses long term vision of facility development.

2. Provide details regarding finance personnel and/or service providers with governmental accounting experience and financial policies and procedures that will ensure best practices in budget preparation, cash receipts, purchasing, accounts payable, adjusting entries, and contracts.

The Program Coordinator, under the direction of, and in collaboration with the Head of School, will be responsible for financial oversight, including budget preparation, cash receipts, purchasing and payment for supplies and contracted services, adjusting entries, contracts, and financial reporting and communication with Charter School Institute. The Program Coordinator will provide typical Business Manager duties and be trained in the protocols of the Ute Mountain Ute accounting procedures, which are inclusive of the General Accepted Accounting Practices (GAAP), using the MOMSoftware Accounting System. The Head of School will approve and sign off on any expenses. Budget codes will be transferred to use the Government Accounting codes used by CSI.

The Program Coordinator will attend any and all training from Charter School Institute, Colorado Department of Education and the Colorado League of Charter Schools through each year to take abreast of budgeting, accounting and reporting requirements. In particular, the Program Coordinator will join the Business Manager Network, available through the Colorado Department of Education Charter School Office. Furthermore, Ute Mountain Ute Finance Office and Human Resources Office will provide initial and on-going training for the Program Coordinator.

Budget preparation will be the responsibility of the Head of School, in consultation with the Program Coordinator, using the protocols of the Ute Mountain Ute budget processes. Even during this initial charter application process, the CEO of the Tribe is consulting with the School Design Team to share budget format and initial budgets are now being prepared for the Oct 1, 2020-September 30, 2021 budget cycle as it might impact 2021 school readiness and the 2021-22 school year.

Budgets will be loaded into the MOMSoftware program. The 2021-22 budget will need to be approved in May or June of 2021 and once grants and CSI contract is completed, these budget amounts will be loaded into the tribe's accounting software programs, upon approval of the School's Board of Directors, UMU Executive Director and UMU Tribal Council.

The Ute Mountain Ute Human Resources Department will be responsible for employee payroll, automatic payments, insurance benefit enrollments and payments, and travel reimbursement and will require appropriate documentation and protocols. The Ute Mountain Ute Contracts Office will review any purchases over $5,000 and contracts requiring monthly or regular payments (e.g. Infinite Campus) and require multiple signatures for approval.

The position description for Program Coordinator follows:

Qualifications (in part):

- BA in Education and/or Business Administration
- At least two years of experience with budget preparation, purchasing and accounts payable and receivable, adjusting entries, cash receipts and executing contracts
- Experience working in tribal communities with diverse populations

Responsibilities (in part):

- work with accounting software platform in collaboration with Charter School Institute
- attend appropriate training for business manager
- ensure payments to individuals, businesses and contractors
- handle and record cash receipts, contracts, bids for goods and services, adjusting payments
- create monthly income and expense reports and narrative explanations for Head of School and Board reports
- respond in timely way to financial questions and provide clear lines of communication

Work Hours: Work full-time starting July 1, 2021 in a 12-month position

Supervisor: Head of School

The school will have a replacement policy for the Financial Transparency Act (CRS 22-44-301-304); however, as a sovereign nation, the Ute Mountain Ute Tribe is not under state law but federal law.

An annual audit will be produced by the Ute Mountain Ute Financial Office for the Charter School Institute each year on a mutually acceptable schedule. The UMU Finance Office will coordinate the audit services and release the audit to CSI.

3. Describe how the school will comply with financial reporting requirements including the Financial Transparency Act (C.R.S. 22-44-301-304) and the annual independent audit.

The school will have a replacement policy for the Financial Transparency Act (CRS 22-44-301-304); however, as a sovereign nation, the Ute Mountain Ute Tribe is not under state law but federal law.

The information will stay current and be the responsibility of the Head of School and Program Coordinator to develop and distribute the following information as specified in the replacement policy.

- Charter School Adopted Budget
- Uniform Budget Summary (current and prior two years)
- Charter School Financial Audit (current and prior two years)
- Charter School Salary Schedules or Policies (current and prior two years)
- List of Waivers Received by the Charter School
- Standardized Description and Rationale for Each Automatic Waiver
- Federal Form 990, 990-EZ, or 990-PF and any associated schedules <u>or similar document as recorded in other tribal enterprises</u> (Tribe does not report 990s)

- Other Charter School Specific Financial Information
- Link to Authorizing School District's Financial Transparency Webpage

The annual audit will follow the typical four steps of an audit process: (1) Planning: Program Coordination and Head of School complete a series of meetings with the Ute Mountain Ute Finance Department about the scope of the audit process (internal vs external); (2) On-Site Field Work with Program Coordinator and Head of School and Finance Department to observe and collect information for the audit and priorities; (3) Execute Audit, perform interviews and analyze financial records and (4) Report findings to the Finance Department, KCA Program Coordinator, Head of School and Board of Directors. Findings will dictate future work.

4. Discuss the school's plan for regularly reviewing budget versus actual activity and expenditures against the school's mission and vision over time.

The Program Coordinator and Head of School will meet every two weeks in the first year to review budget versus actual activity and expenditures to ensure anticipated revenue does not fall short of anticipated expenses.

The Head of School will report to the Ute Mountain Ute Executive Director and Board of Directors on a monthly basis to report on budget and actual expenses to make sure the school's mission and vision is maintained in alignment with revenue and expenses. The Head of School, UMU Executive Director and Board of Directors will discuss any anticipated shortfalls (e.g. lower than anticipated student enrollment or change in State funding) and make necessary reductions in expenses (e.g. lowering the number of hours of instructional aide or of Program Coordinator or contracted services) and/or finding additional revenue (e.g. grants, loans, fundraising).

Each year in March, the Head of School, in consultation with the Program Coordinator, will produce a draft budget for the following year (in a format that also shows a five-year budget projection) and provide it no later than the April Executive Committee meeting. The Executive Director and Board of Directors will provide feedback and approve the budget no later than the May meeting so contract amounts can be assured for all employees and contracted services.

All approved budgets must align with the school's mission and vision annually and over time.

5. Provide detailed assumptions for all donations, private grants, student fees, and foundation revenue. Only those with written commitments should be included in the budget.

At this time, there are no donations, no private grants, no planned student fees and no foundation revenue to account for. The school plans to pursue private foundation grants and apply for the Colorado Department of Education Colorado Charter School Program New School Grant Request for Application (see F_Budget above projected revenue and expenses). Requests for funds have been submitted to the Gil Foundation and COVID related programs for educational and technology equipment and supplies. Gina Schlieman with GPS Strategies will be the CCSP Grant writing consultant, who is very familiar with the grant processes and procedures.

6. Provide detailed assumptions for professional, technical, and consulting services expenditures.

Professional, technical and consulting services and relationships will be focused on improving the school vision, mission and annual goals and objectives. See budget narrative for amount of professional development funding per year.

Professional and technical services:

Head of School/Program Coordinator:

July-August 2021: Board of Directors Strategic Planning values, goal-setting sessions and year-long agenda of meetings and topics facilitated by Heather Otter, Charter School Leadership Trainer; MOMSoftare financial, payments, contracting and HR program training by HR Department; Business Manager Training with Charter School Institute; Infinite Campus training on enrollment, student and staff information, reporting features by Infinite Campus PD staff; Everyday Math and Wonders training with their PD staff to input enrolled students and set up teacher professional development schedule; San Juan BOCES (Special Education and ESS contracting services and scheduling); Native American Community Academy Inspired School Network (NISN) Leadership training and assistance setting up Staff Orientation provided by NISN Fellow Coordinator.

Head of School, Program Coordinator, Lead Teachers, Instructional Aide

Curriculum, Assessment and Instruction:
Each month (July 2021-June 2022) with in-kind consultants (funded more fully once grant money is available) professional development activities will occur.

All School Professional Development activities: August 2021-May 2022 Wednesdays 2:00-4:00 pm:

First Wednesdays: Ute Language and Culture Workshop: Teachers, Program Coordinator, Head of School, and Instructional Aide to learn more Ute language (e.g. counting, colors, body parts, basic commands), history (e.g. Ute history, traditions, geography, politics, and collaborative meetings with other departments such as Historical Preservation, Environmental Programs, Head Start). Lead: Betty Howe, UMU Culture and Language Teacher and Mark Wing, Behavioral Health.

Second Wednesdays: Child Study Team Meeting: Teachers discuss students who may need additional support, brainstorm academic and behavioral intervention strategies, progress monitoring results, consult with SJBOCES ESS service providers; AIMS Web Plus and High Scope Kindergarten Readiness training, reporting. Lead: Head of School

Third Wednesday: Wonders English and Language Arts Curriculum, Progress Monitoring, Student Assessments, Socio-Emotional Curriculum Connections. Lead: Head of School and Wonders PD staff.

Fourth Wednesday: Everyday Math Curriculum. Lead: Head of School and Everyday Math PD staff

Business and Board Leadership: Monthly meetings will include updates on (1) daily operations, (2) program implementation, (3) schedule of events, (4) financial and legal. Heather Otter, Charter School Consultant and Region 9 consultant outlines services in letter of support (see C_Letters of Support)

Appropriate personnel (e.g. Head of School and Program Coordinator) will attend Special Education training, Infinite Campus Student Information System training, Leadership Development and other specialized services.

7. Provide detailed assumptions for liability, property, and other applicable insurance coverage. *The description should address:*

- *Coverage, which should include, at a minimum, workers' compensation, liability insurance, and insurance for the school's facility and its contents.*
- *Rates for said coverage*

Liability, property, professional and personal insurance will be covered as employees and tenants of the Ute Mountain Ute Education Department (H_Policy_Employee).

8. Provide an explanation of how restricted grant funding will be spent.

No grants, restricted or non-restricted, have been awarded at this time. When grants are awarded to the school, detailed budgets will be shared with the Charter School Institute Financial Office (see F_Budget for Charter School Grant Year O revenue and expenses).

9. Provide detailed revenue and expenditure assumptions behind facility acquisition, facility improvements, and ongoing facility costs, including total square footage and cost per square foot.

The school will be located (as described in Section C.3) in the Ute Mountain Ute K-12 Education Building. This location, recently approved by Tribal Council (see C_Letters of Support) will be used by the school for up to three years to ensure an initial location and certainty while the school gets started. Plans for expansion to a permanent location are underway with Tribal Planning and Zoning Office and Tribal Council. The plan is that no rental payments will be expected and maintenance and custodial services, property insurance and liability, IT services, utilities, water, sewage, and maintenance services will be provided at no charge to the school for these first three years (see Budget Narrative F1). The 7440 square foot building has plenty of classrooms, offices, restrooms, food preparation area, computers, windows and outdoor recreation area.

Starting in Year 3 the school has $6000 for rental of an additional portable classroom to house a third-grade classroom or lunch and multi-purpose room and additional elective classroom on the south side of the building. Year 4-5 has budgeted $15000 for the rental of a second portable classroom if needed. The plan to have a new building under construction by this time, but the budget does reflect an alternative plan for the Education Building plus two portable buildings until a permanent home can be found.

10. If planning to secure the Charter School Program grant or other reimbursable grants in the implementation year (i.e. the year before the school opens), provide a plan to acquire cash in the spring prior to opening. Note: only grants with written commitments should be included in the budget.

Year 0, 1 and 2 budget (see F_Budget) represents funds from the Colorado Charter School New School Program of $231,000 even though these funds have not been secured, it was recommended by League of Charter School reviewers and CSI Finance Office to include the proposed budget. The Ute Mountain Ute K-12 Education Director, Tina King-Washington, is acting as the leader of the School Design Team and moving plans forward in securing the school facility, contracted services, in-kind donations of technology, curricular design, and staffing commitments. In addition, Sherrell Lang is entering her second year as the NACA Inspired School Network Fellow in a full-time position and will also lead the NISN collaboration and student recruitment and family outreach portion of the project. Richard Fulton is helping with charter school application, regional partnerships and curriculum development.

The NACA Inspired School Network (NISN) has committed start-up funds of $75,000-$100,000 prior to July 1st, 2021, if KCA does not pursue or receive Colorado CSP funds. (see B_Letter of Support)

11. Provide a contingency plan to mitigate the impact of decreased funding or increased expenditures.

The Board of Directors, appointed in Winter or Spring of 2021 by the Tribal Council, will need to make early recommendations to the Executive Director of the Ute Mountain Ute Tribe on hiring, based on enrollment projections. Currently (as of July 2020) there are 14 letters of intent. Given the COBID 19 pandemic, the number of letters is promising, since we have been limited in face to face recruitment events. We anticipate as school starts in the Fall 2020, more letters will come in.

However, if enrollment is projected to fall behind the projected 30 students, then the Board will have to discuss several hiring options in order to stay within a lower budgeted amount in April or May 2021. Possible options include having the Head of School teach part-time (in addition to Special Education intervention teaching duties) and hire just one Lead Teacher and make a K-1 classroom of 20-22 students and create a team-teaching situation. Another option would be to make the Program Coordinator a .6 FTE position and/or make the Instructional and Student Support Aide a .5 FTE position. There is no other room in supplies and non-personnel expenses to make significant cuts.

The Program Coordinator and Head of School will meet every two weeks in the first year (and subsequent years) to review budget versus actual activity and expenditures to ensure anticipated revenue does not fall short of anticipated expenses.

The Head of School will report to the Ute Mountain Ute Executive Director and Board of Directors on a monthly basis to report on budget and actual expenses to make sure the school's mission and vision is maintained in alignment with revenue and expenses. The Head of School, UMU Executive Director and Board will discuss any anticipated shortfalls (e.g. lower than anticipated student enrollment or change in State funding) and make necessary reductions in expenses (e.g. lowering the number of hours of instructional aide or of Program

Coordinator or contracted services) and/or finding additional revenue (e.g. grants, loans, fundraising).

Each year in March, the Head of School will produce a draft budget for the following year (in a format that also shows a five-year budget projection) and provide it no later than the April to the Board of Directors and Executive Director of the Tribe. The Executive Director and Board of Directors will provide feedback and approve the budget no later than the May meeting so contract amounts can be assured for all employees and contracted services.

All approved budgets must align with the school's mission and vision over time.

12. Complete the CSI Budget Template and include as an attachment. Save the attachment as an Excel file saved as "F_Budget."

G. Governance & Leadership

Governance

1. Complete the Board Membership Matrix

Kwiyagat Community Academy will have a unique governance structure compared to other Charter School Institute schools.

Rather than utilizing the Colorado Non-Profit Corporation Act 121-137, the school will act as a Tribal Charter, established by the Ute Mountain Ute Tribal Council, similar to other tribal enterprises, such as the Ute Mountain Ute Head Start, Ute Mountain Ute Casino and Weeminuche Construction Authority. The school will have a charter as opposed to Articles of Incorporation and By Laws governing the scope and directives of the school's Board of Directors. Both of these documents will be completed once the CSI Charter Application is approved. Members of the school's Board of Directors will be appointed by the Tribal Council after receiving applications from the community. The Board of Directors will be appointed after CSI charter approval, and after the Tribal Charter and By Laws are approved by the Tribal Council.

All employees of the school will be Ute Mountain Ute employees and be subject to the Ute Mountain Ute Personnel Policies (see H_Policy_Employee), offering payroll services, insurance benefits and other services. The school will request a waiver from PERA requirements, as FICA benefits are part of the Tribal Notably, the personnel policies include hiring preference for Ute Mountain Ute tribal members, which will encourage the school to hire teachers that share similar culture and language heritage as the students they teach.

The Head of School will directly report to the Ute Mountain Ute Executive Director, who will in turn report directly to the Ute Mountain Ute Tribal Council. The Ute Mountain Ute Executive Director will be responsible for conducting Head of School evaluation. The KCA Board of Directors will have input into developing the job position, recruiting, selection, and interviewing of Head of School and other positions at the school.

The annual budget and future staff hiring needs UMU Executive Director approval and Tribal Council approval. The school will use the Tribal Financial and Budgeting platform (so there will be no need to contract with Payroll and Accounting Services). Funds for the school will be transferred in a specific school fund, similar to the way the Ute Mountain Ute Head Start program has federal flow through funds, managed by tribal governance structures.

The Kwiyagat Community Academy Board of Directors will be appointed by the Tribal Council and provide direction and oversight of the hiring of the Head of School, academic programs at the school and guide the strategic and financial planning of the school.

The Ute Mountain Ute K-12 Education Building has been approved by the Tribal Council (see B_Letter of Support) as a site for the school. The Ute Mountain Ute K-12 Education Department will house the school in their current building and provide supplemental staff for certain activities (see Facilities section for more information). The current location can be used by the school for up to three years to ensure a secure location and certainty while the school gets started (see B_Letter of Support). No rental payments will be expected during this timeframe and the maintenance and custodial services will be provided at no charge to the school. The 7440 square foot building has plenty of classrooms, staff and student computers and printers, offices, restrooms, kitchen, computers, windows and outdoor recreation area.

The current Ute Mountain Ute K-12 Education Department has numerous employees that will be involved in the school operations. Tina King-Washington is the current K-12 Education Director and will plan to continue as Director when the school starts in Fall 2021 and oversee employees engaged the school and facility maintenance staff. Betty Howe is the Nuchiu Culture and Language Teacher and current K-12 Education Department employee, who will teach each afternoon the language and culture classes and help with art and drama and music classes with the Program Coordinator. Afrem Wall (Student Support Services, Education Department) and Mark Wing (Community Outreach Prevention Program) will also help with the boy's section of the Nuchiu culture and language classes. Afrem will also lead the Physical Education, Drama, Art and Music program along with the Program Coordinator. Alicia Whitehead (PreK-12 Case Worker) will assist with Head Start Transition Meetings, attend IEP and discipline hearing as a liaison between families and school.

Waivers to Colorado Revised Statutes and Federal Laws are currently being analyzed. Tribal employees, the Tribal Charter and Bylaws are subject to Federal Laws, not Colorado statutes (see list of potential waivers).

At this point the following narrative is appropriate as crafted by the General Counsel of the Ute Mountain Ute Tribe:

The Ute Mountain Ute Tribe is immune from all state laws for activities on the Ute Mountain Ute Reservation. Therefore, when considering the legal accountability of the Kwiyagat Community Academy, there needs to be a basic understanding of the various jurisdictions involved in the establishment, management, and accountability of the Academy. Below, therefore, is a description of the Tribal government and its jurisdictional powers and limitations as they relate to the federal and state jurisdiction, a description of the applicable laws and waivers that will be requested, and a proposal for moving forward towards a final agreement.

The Tribe has 2140 members residing in Towaoc, Colorado, White Mesa, Utah, and in various cities around the United States. The Reservation is comprised of approximately 600,000 acres with lands in New Mexico, Colorado, and Utah. The Tribe owns various ranches in the Four Corners area and a large ranch in Gunnison County.

The Tribal government consists of a seven-member Tribal Council. The Tribe's Constitution and By-Laws set forth the authority of the Tribal Council and the United States. The Tribal Council conducts business by Resolution, which is also the primary method of adopting laws. The Tribe

has a Law and Order Code, which includes the Indian Civil Rights Act, civil and criminal procedure, civil laws, criminal laws, a children's code for dependency and neglect and guardianships, domestic relations, and regulations for attorneys and judges. The Tribe has enacted numerous other laws by Resolution, so the Law and Order Code is not a comprehensive compilation of all Tribal laws.

The Tribe's Court is a Court of Indian Offenses managed by the Bureau of Indian Affairs. The Court is regulated in 25 CFR which, notably for the purposes of seeking waivers, sets forth a priority of applicable laws, stating that, for civil matters, the hierarchy of applicable laws is Tribal law, federal law, and state law, in that order. Therefore, if a Tribal law or federal law does not address a matter that is relevant to the Academy, then state laws are applicable in the Court. However, the Tribe is a sovereign and is not capable of being sued in the Court. The sovereign protections extend to employees, agents, and departments of the Tribe so long as they are working on behalf of the Tribe. It should be noted that the Tribe and the state of Colorado enter into numerous agreements and each jurisdiction recognizes the other's sovereign immunity in the contracts.

Not all federal laws apply to Indian tribes and more work needs to be done to understand the applicability of the federal laws that apply to Colorado charter schools and the effect of those laws on the Tribe. Jurisdiction on reservations complicates the analysis because state criminal laws apply to non-Indians on Reservations but not to Indians. Tribal civil laws and federal civil and criminal laws apply to everyone on the Reservation. Tribal criminal laws only apply to Indians. The Tribe typically uses state licensing authority when needed for Tribal employees and expects the licenses to be enforced. Additionally, the Tribe conducts character investigations for Tribal employees who have regular contact with or supervision over children and the investigation is not identical to the investigation required by the state, but is similar enough to where we can assume anyone who would be permitted to work with children per Tribal laws would also meet the criteria for state licensing.

The Tribe intends to seek a waiver of all laws under Title 22 that are within the authority of the Department of Education. The Tribe will also seek waivers of all other laws, including federal laws that do not apply to tribes. However, the Tribe intends to enact laws as Tribal law when it is determined that certain state and federal laws and policies, even if not applicable to the Tribe, should be in place to ensure accountability, safety, programmatic symmetry between the state and the Tribe, etc. The Tribe intends to conduct this analysis with the relevant state representatives and attorneys to ensure the needs of both jurisdictions are being met.

It is anticipated by the Tribe that we can work together with the appropriate officials to understand the positions of the Tribe and the state and establish protocols, laws, and policies that are suitable to both entities. The Tribe is excited to have a school on the reservation that will serve the needs of the school-aged children, will promote and protect Tribal cultural values and traditions, and will assure the state that all relevant legal criteria for a school have been satisfied.

Currently there are two committees: School Design Committee: Tina King Washington, Ute Mountain Ute K-12 Education Director, Sherrell Lang, NISN Fellow, Dr. Richard Fulton, Educational Consultant, Peter Ortego, Tribal Counsel, and Mark Wing as the primary charter application developers, known as the School Design Team. The Steering Committee is responsible for overseeing overall mission and vision (see below names). No resumes are included as these committees are not the Board of Directors (yet to be named).

The listed individuals are serving as a Steering Committee and the permanent Board of Directors will be appointed by the Ute Mountain Ute Tribal Council after the charter school is approved.

	1	2	3	4	5
Board Member Name □ **Competency ↓**	*Gina Lopez*	Tawnie Knight	Mark Wing	Suzanne Casey	Tina King-Washington
Term □	*7/20-6/21*	*7/20-6/21*	*7/20-6/21*	*7/20-6/21*	*7/20-6/21*
Board Position □					
Finance		X		**X**	
Community Connection	*X*		**X**		
Business Operation		**X**			
Non-profit Governance	***X***				X
Education					**X**

Applicants are required to have a governing board in place and to submit the Board Membership Matrix as part of the New School Application. Information regarding terms and positions below should align with the board membership information included in your bylaws. Resumes for board members are required to be submitted as described in Section H8.

- *In the **Board Member Name** row, please identify all board members by name. If there are any vacant seats, please identify them by typing "Vacant" in the cell. This form has room for 10 board members. Please only use as many cells as you need based on the range for the number of board members identified in your bylaws.*
- *In the **Term** row, please identify each board member's term (ex: June 2016-June 2017)*
- *In the **Board Position** row, please identify each board member's current role (Chair, Secretary, Treasurer, etc.)*
- *In the **Competency** column, please list the competencies you are seeking for the school board. "Finance" and "legal" competencies have been listed as a starting point; applicants are expected to include additional competencies as appropriate.*
- *Place an X in the box to identify which competencies each of the board members fill. For any vacant positions, place an X in the box to identify which competencies you are seeking in the vacant position.*

2. Provide a description of how and when the existing governing board was formed and how members were identified. *Please be sure to address:*

- *The nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed school.*

The Steering Committee board members were identified by the Ute Mountain Ute School Design Team in March 2020. Individuals were identified upon their area of expertise, professional skills, and community affiliation. Each individual was contacted by a phone call or email because it was the best and only way to get in contact with them due to the COVID 19 pandemic. Two of the individuals (Tina King Washington and Mark Wing) are also

members of the school design team and have been involved in the process of the proposed school. Numerous community meetings described earlier in the application engaged community members in the school vision and mission.

3. **Provide a plan to recruit board members with identified skills for any vacant positions.** *(For applicants with a filled board, please discuss this in terms of when a board seat comes open.)*

Board of Director openings will be announced in the local newspapers, newsletters, Tribal Cable TV station, school website, and community newspaper. Prospective board members will submit a resume and letter of interest to the Tribal Council that includes why they are interested in becoming a board member, outlining their skills and expertise they possess, and makes them a strong fit for the Board of Directors. A representative body or committee of the Tribal Council will interview the prospective nominees and make a recommendation to the Tribal Council for a vote during a regular or special board meeting. (Note: Per Tribal statute, no Board member can receive funding from the school, as either a contract worker or in any other capacity, therefore a school employee selected to become a Board member must resign from any paid position or contract, nor may they be a relative of any employee of the School see H_Policy_Employee).The Board will have 45 days to fill a vacancy when the number of board members is less than five. The minimum vote required to fill the Board position shall be the affirmative vote of a majority of the Board Members present at a meeting at which a quorum is present.

4. Provide a description of the governance structure. Delineate the roles and responsibilities of the school board, school administration, and various non-board committees including but not limited to the School Accountability Committee and any advisory groups.

All employees of the school will be Ute Mountain Ute employees and be subject to the Ute Mountain Ute Personnel Policies (see H_Policy_ Employee), offering payroll services, insurance benefits and other services. Notably, the personnel policies include hiring preference for Ute Mountain Ute tribal members, which will encourage the school to hire teachers that share similar culture and language heritage as the students they teach. The Head of School will directly report to the Ute Mountain Ute Executive Director, who will in turn report directly to the Ute Mountain Ute Tribal Council. For instance, the approval to use the Education Building as a site for the school has been approved by the Tribal Council (see B_Letter of Support). The annual budget and future staff hiring needs Executive Director approval and Tribal Council approval. The school will use the Tribal Financial and Budgeting platform (so there will be no need to contract with Payroll and Accounting Services). The Kwiyagat Community Academy Board of Directors will be appointed by the Tribal Council (after taking applications from the community) and provide direction and oversight of the hiring of the Head of School, academic programs at the school and guide the strategic planning of the school. The Ute Mountain Ute Executive Director will be responsible for conducting Head of School evaluation (see C_Org Chart). Board of Directors will be appointed by the Tribal Council after taking application from the community as specified in the school's charter.

Roles and responsibilities:

Board of Directors: Set agenda for each monthly meeting; establish, monitor, adjust and evaluate progress School's Strategic Plan; create fundraising and grant plans and priority; provide guidance and feedback to the Head of School; provide annual feedback to the Executive Director of Ute Mountain Ute Tribe on Head of School accomplishments and performance by April 1 of each school year.

Executive Director of Ute Mountain Ute Tribe: Ultimately in charge of Head of School; evaluation, hire and fire abilities and takes recommendations from the Executive Committee); approves school budget and supplemental and related expenses related to K-12 Education Department budget

School Administrative: Evaluate staff, teachers, and contract services; complete Unified Improvement Plan; administers required student assessments; teacher evaluations, complies with KCA Strategic Plan, CSI and CDE requirements; oversees curriculum and instruction; primary parent and community contact.

School Accountability Committee: Composed of parents who provide input for student achievement and school goals and will begin operation in September 2021 once student enrollment is confirmed.

See C_Org chart attachment

5. Describe the length of board terms, a summary of board officers and their roles, how often the board will meet, the key expectations for board members, as well as the dismissal policies and procedures for board members.

Numbers: The Board of Directors shall consist of five (5) members. Members shall be composed of the community at large, with a focus on individuals who bring professional expertise, experience, or talents that the Tribal Council has identified and referenced in the Charter.

Terms**:** Board members shall be elected for a two (2) and three (3) year term. Upon completion of that term, a member who wishes to continue serving may request another term from the Tribal Council. Such extensions must be approved by majority vote. There are no restrictions on the number of terms a Board Member may serve. For the initial term that begins upon approval of the KCA Charter, all members of the Board will be appointed by the Tribal Council. The initial Board will be split between terms of two (2) and three (3) years so as to stagger the terms. Each board member shall serve until his or her successor is selected.

Expectations: The primary duties of the board are to 1) exercise leadership through the formulation, adoption, and oversight of school policy, 2) review and approve the budget for KCA and oversee all fiscal operations of the school, and 3) assist in the hire and establishment of the duties of the Head of School. Board shall be responsible for the fair and uniform application of federal and Tribal laws as well as the rules, regulations and policies of KCA in operation of the school and in conformance to its charter.

Dismissal: Any member may resign at any time by submitting a written notification of resignation to the Board Chairperson. The date of the letter of resignation becomes the effective date. The board may remove any Officer or Board Member by a majority vote of the entire Board at any regular or special meeting of the Board, provided that written notice of the reason or reasons for the proposed removal shall have been delivered by electronic mail with delivery of receipt confirming the message was delivered to the recipient's email server, or Read receipt confirming the recipient viewed the message check box, or by Registered Mail to the Officer or Board Member for removal at least thirty (30) day before any final action is taken by the Board. The date, time, and location that the action is to take place must be included in the statement informing the Board Member of the Board's intention of removal. Reasons for removal shall include, but are not limited to 1) failure to meet Board Meeting attendance requirements, 2) failure to disclose a conflict of interest, 3) failure to comply with the Board approved code of ethics, and 4) moral turpitude, which is conduct that is considered contrary to community standards of justice, honesty, or good morals. The Officer or Board Member shall be given an opportunity to be heard on the matter considered by the Tribal Council or such committee as designated by the Council.

6. Describe the board training that has been conducted to date.

Since the Tribal Council has not established the Board of Directors, there has not been any board training to date. Sherrell Lang, NISN Fellow has been to NISN Charter School Board Trainings and the School Design Team is familiar with Board Trainings and normal scope of duties of Charter School Boards. However, since this charter school will be a UMU Tribal enterprise, the role of the Board will be different. Region 9 has agreed to have Heather Otter, who is a Colorado League of Charter School trainer, assist with the Board training once the Board is formed. As mentioned above, the Board will be formed after the charter is approved.

7. Provide a plan for ongoing board training, capacity building, self-evaluation, and succession planning. Please include a discussion of funding and time allocations, as well as evaluation tools.

The Board training will begin after the Board if formed from Colorado League of Charter Schools consultant Heather Otter who is very familiar with SW Colorado and charter school leadership training. She works also for the Region 9 Economic Development Council, so can work free of charge in that capacity (see C_Letters of Support).

The topics of the trainings will include: Board Roles and Responsibilities, Strategic Planning, Effective Communication, Financial and Legal Oversight, Developing Policies, Strategic Planning, Board and Head of School Evaluation and Succession Planning.

Peter Ortego will also assist in the Legal Oversight portion of the training in order for the Board to understand the Tribal and Federal Laws that apply to KCA. Preston Corsa, Executive Director of Ute Mountain Ute Tribe will assist in the training in order for the Board to understand the financial reporting, Human Resources management and his office role in hiring and evaluation of school personnel.

8. Describe how the board plans to operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Record Act (C.R.S. 24-72-204), as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232). If the board is not

formally meeting at this time, please identify when the board plans to start meeting formally and operating in accordance with the Colorado Open Meeting Law.

The Board of Directors will complete a series of trainings as mentioned above that will address how the Board and the School will compile with Colorado Open Meetings Law, Public Record Act and the Family Educational Rights and Privacy Act (FEPRA). Peter Ortego will lead these trainings.

9. Complete the CSI Waiver Request Template a waiver of rule, law, or policy and include as an attachment. Please save the attachment as "G_WaiverRequests." The template and sample with commonly-requested waivers are available here.

The Ute Mountain Ute Tribe is immune from all state laws for activities on the Ute Mountain Ute Reservation. Therefore, when considering the legal accountability of the Kwiyagat Community Academy, there needs to be a basic understanding of the various jurisdictions involved in the establishment, management, and accountability of the Academy. Below, therefore, is a description of the Tribal government and its jurisdictional powers and limitations as they relate to the federal and state jurisdiction, a description of the applicable laws and waivers that will be requested, and a proposal for moving forward towards a final agreement.

The Tribe has 2140 members residing in Towaoc, Colorado, White Mesa, Utah, and in various cities around the United States. The Reservation is comprised of approximately 600,000 acres with lands in New Mexico, Colorado, and Utah. The Tribe owns various ranches in the Four Corners area and a large ranch in Gunnison County.

The Tribal government consists of a seven-member Tribal Council. The Tribe's Constitution and By-Laws set forth the authority of the Tribal Council and the United States. The Tribal Council conducts business by Resolution, which is also the primary method of adopting laws. The Tribe has a Law and Order Code, which includes the Indian Civil Rights Act, civil and criminal procedure, civil laws, criminal laws, a children's code for dependency and neglect and guardianships, domestic relations, and regulations for attorneys and judges. The Tribe has enacted numerous other laws by Resolution, so the Law and Order Code is not a comprehensive compilation of all Tribal laws.

The Tribe's Court is a Court of Indian Offenses managed by the Bureau of Indian Affairs. The Court is regulated in 25 CFR which, notably for the purposes of seeking waivers, sets forth a priority of applicable laws, stating that, for civil matters, the hierarchy of applicable laws is Tribal law, federal law, and state law, in that order. Therefore, if a Tribal law or federal law does not address a matter that is relevant to the Academy, then state laws are applicable in the Court. However, the Tribe is a sovereign and is not capable of being sued in the Court. The sovereign protections extend to employees, agents, and departments of the Tribe so long as they are working on behalf of the Tribe. It should be noted that the Tribe and the state of Colorado enter into numerous agreements and each jurisdiction recognizes the other's sovereign immunity in the contracts.

Not all federal laws apply to Indian tribes and more work needs to be done to understand the applicability of the federal laws that apply to Colorado charter schools and the effect of those laws on the Tribe. Jurisdiction on reservations complicates the analysis because state criminal laws apply to non-Indians on Reservations but not to Indians. Tribal civil laws and federal civil and criminal laws apply to everyone on the Reservation. Tribal criminal laws only apply to

Indians. The Tribe typically uses state licensing authority when needed for Tribal employees and expects the licenses to be enforced. Additionally, the Tribe conducts character investigations for Tribal employees who have regular contact with or supervision over children and the investigation is not identical to the investigation required by the state, but is similar enough to where we can assume anyone who would be permitted to work with children per Tribal laws would also meet the criteria for state licensing.

The Tribe intends to seek a waiver of all laws under Title 22 that are within the authority of the Department of Education. The Tribe will also seek waivers of all other laws, including federal laws that do not apply to tribes. However, the Tribe intends to enact laws as Tribal law when it is determined that certain state and federal laws and policies, even if not applicable to the Tribe, should be in place to ensure accountability, safety, programmatic symmetry between the state and the Tribe, etc. The Tribe intends to conduct this analysis with the relevant state representatives and attorneys to ensure the needs of both jurisdictions are being met.

It is anticipated by the Tribe that we can work together with the appropriate officials to understand the positions of the Tribe and the state and establish protocols, laws, and policies that are suitable to both entities. The Tribe is excited to have a school on the reservation that will serve the needs of the school-aged children, will promote and protect Tribal cultural values and traditions, and will assure the state that all relevant legal criteria for a school have been satisfied.

10. Include the following board materials as attachments. Please use the naming conventions below to save each of these documents.

Names of the Board of Directors have not been determined yet. The Tribal Council prefers to wait until a charter is approved and then name the Board of Directors.

Required Attachments	**Notes of what should be included in each attachment**	**Naming Convention for Saving Each Attachment**
Resumes of board members	One file for each member of the application team and board	G_Resume_LastFirst Ex: G_Resume_DoeJane G_Resume_ DeerJeff
Board Member Agreement	Board member agreement that is signed by all board members and addresses conflicts of interest	G_BoardAgreement
Board bylaws	Should specify board size, length of term, board election process, membership requirements (parental, community, expertise) if any. Additional bylaws should have a Conflict of Interest provision.	G_Bylaws
Articles of Incorporation		G_ArticlesofIncorporation

As mentioned above, the Board needs to be appointed by the Tribal Council and those appointments will be made after the school is approved by Charter School Institute. Therefore, at this time there are no resumes, board member agreements, by laws or articles of

incorporation. Under the Tribal Council a charter, rather than articles of incorporation will be formed, then by laws. The charter will be established after the charter school application is approved.

Leadership

11. Detail the responsibilities of the school leader as well as the skills, qualifications, and characteristics of your ideal school leader.

Head of School:

Qualifications:

- BA or MA in Education, Educational Leadership, Special Education
- Colorado Teaching License with K-12 Special Education license (or agree to enroll in Special Education Alternative Licensure Program)
- Colorado Principal License (preferred)
- At least three years of experience managing multiple projects and personnel in a business and/or nonprofit and/or school or program or grade level leader in educational setting
- Three years teaching in public schools (preferred experience in charter schools), coordinating programs and working with direct services with all children and with exceptional students
- Excellent organizational and communication skills
- Basic understanding of indigenous perspectives and Nuchiu culture

Duties:

- Developing school strategic plan consistent with school goals
- Overseeing all academic and educational programs, including coordinating Exceptional Student Services
- Providing on-going implementation, progress monitoring and evaluation of academic programs
- Primary communication with Charter School Institute
- KCA Board and Ute Mountain Ute Education Department Communication
- Ensuring that school building is clean and safe with continuous maintenance and plans for improvements as needed
- Coordinating with Program Coordinator academic, recruitment and special events schedule and agendas for committees, parent information nights, parent-teacher-student conferences, Presentations of Learning student/community events and other school-community meetings
- Evaluate employees and contracted services
- Coordinate and provide professional development activities
- Write grants, secure letters of support, seek additional funds through fundraising activities

12. Provide a detailed description of the leadership recruitment and selection timeline and process.

- *If a school leader has already been identified, please summarize the process used to identify the proposed school leader as well as how the proposed school leader meets the skills, qualifications, and characteristics listed above. Please attach a resume of the selected school leader and save the file as "G_SchoolLeader_Resume."*
- *If a head of school is not currently selected, provide a detailed description of the timeline for recruiting and selecting the school leader as well as the proposed start date.*

Staff Recruitment and Selection:

August-September 2020: School Design Team will refine the Head of School Leader position and list of qualifications and responsibilities with various Tribal Departments. October- December 2020: Human Resource Department and School Design Team will determine final salary and scope of activities and be ready to advertise the Head of School advertisement once notified by the Charter School Institute and CDE Schools of Choice Grant amount and timeline to establish proper grant and charter school accounts.

January-April 2021: Recruitment begins for all positions, but most importantly, the Head of School. Recruitment will be the main responsibility of the Ute Mountain Ute Human Resources Department and consultation with the School Design Team, Steering Committee and newly formed Board of Directors. The Human Resources Department will assign a hiring committee who will review candidates and interview them, including the Head of School. Advertisements will be focused both locally, regionally and nationally to attract highly qualified candidates. Using NACA Inspired School Network and other organizations such as the Colorado League of Charter Schools, the school will seek a highly qualified Head of School, Program Coordinator, two lead teachers, and one instructional aide. Recruitment efforts include word of mouth, print, social media, radio and Ute Mountain Ute cable channel, and school and tribal websites.

February-April 2021: The members of the hiring committee will use the qualifications and duties described above for the criteria of Head of School and complete the hiring process by April 15, 2021 (or when the best candidate is selected). Start date would be April 15-May 1st depending on many factors of school and grant approvals and internal UMU Human Resources Department requirements.

April-May 2021: Hiring Committee, together with the Head of School, will use the qualifications and duties described above for the criteria of Lead Teacher, Program Coordinator, Instructional Aide, completes the hiring process and candidates are selected.

13. Include details about the timeline and process the board will use to evaluate the school leader that aligns with the intent of SB 10-191.

The Ute Mountain Ute Executive Director and the KCA Board of Directors will use the attached (G_ Head of School Evaluation Plan) as the evaluation tool for the Head of School. The rubric covers very similar content as the Colorado Department of Education Principal Rubric, just more specific to charter school operations. Dr. Richard Fulton, who created the team to develop the Principal Licensure program at Fort Lewis College and designed the attached rubric and schedule would be happy to provide complimentary orientation concerning the use of the rubric and/or be contracted to help guide the evaluation process in the first year.

The evaluation will follow this timeline:

August-September 2020: Board of Directors and UMU Executive Director and Head of School will review HOS Evaluation Tool and discuss evidence the HOS will provide for each area of the evaluation and what areas will be observed and by whom.

Bu September 30th of each year, the HOS will complete a self-evaluation using the rubric and present to the UMU Executive Director and Board of Directors with thorough discussion of areas of strength and areas of improvement.
The Board and the UMU Executive Director will collaborate on the evaluation rubric details, but the following set of reports will determine the evaluation of the Head of School (G_Head of School Evaluation Plan):

September: Academic Annual Report and Charter School Institute Annual Report (after Year 1) and Parent and Employee Handbooks

October: October Count Report and Self-Evaluation Plan

November: K-5 Grade Curriculum and Assessment Annual Report

December: Supervision Annual Report

January: Facility Annual Report

February: Technology Annual Report

March: School Accountability and other Committees Annual Report

April: Financial Annual Report and Parent and Staff Survey Results and School and Parent Communication Annual Report

May: Student Support Services Annual Report, Exceptional Student Services Annual Report
Input from Board of Directors of the Evaluation of Head of School to UMU Executive Director

June: Final Evaluation of Head of School (UMU Executive Director)

H. Operations

1. **Describe how data will be maintained at the school to ensure accurate reporting that complies with state and federal reporting requirements.** *Specifically address:*
   - *The data system or systems (i.e. student information system, plan management system, HR system) that will be used to maintain student and staff level data. (Data includes student demographic information, enrollment and completion information, coursework and grades, attendance, and behavior)*
   - *The staff/position(s) responsible for maintaining and updating the systems as well as the staff/position(s) responsible for entering data into the systems*
   - *The proposed training (contracted vs. in-house training) to ensure proper setup and use of the system(s).*

The school will purchase a contract with Infinite Campus for $20,000 with $8,000 due the first year. We expect this cost to be covered with Colorado Charter School Program grant or NISN CSP Grant. Infinite Campus will be the school's Student Information System and be able to provide student demographic information, enrollment information, grades, behavior incidents and exceptional student services information. This SIS is the most common system used by

Charter School Institute school and compatible with Colorado Department of Education student reporting requirements.

The Program Coordinator will be the individual responsible for entering student enrollment information, including related demographics, health information and other data as collected from the Enrollment Confirmation Packet. The Program Coordinator and Head of School will also be responsible for attending the professional development sessions as part of the Infinite Campus contract and maintaining and updating the system.

Teachers will be responsible for entering student academic performance scores, culture and language progress, as well as progress on character, wellness and community connections. HOS will make sure student reports are sent to parents as described on the timeline above.

The Ute Mountain Ute Human Resources Department uses MOMSoftware and provides excellent tracking revenue with account receivables. The program organizes and maintains the receivable system for a smooth processing. The HR Department provides training as does the system's website in order to understand how to open invoices, history lookup, encumbrance billing and price matrix.

2. Please include the following as attachments.

Required Attachments	Notes of what should be included in each attachment	Naming Convention for Saving Each Attachment
Enrollment policy	The policy should be consistent with state law [22-30.5-507(3)] and applicable state board rules, and include a process for enrollment of students with special needs consistent with state and federal laws and state board rules. Include a timeline, waitlist/lottery process, enrollment criteria, process for sharing information about the new school and enrollment timelines to the community. If intending to apply for the Colorado Charter Schools Program Grant (CCSP), please be sure to comply with lottery and enrollment requirements listed as part of the Request for Proposals.	H_Policy_Enrollment
Discipline policy	Include the school's discipline policy, which addresses, among other things,	H_Policy_SuspensionExpulsion

	suspension and expulsion. Policy should align with state law and that provides adequately for the safety of students and staff, provides a level of due process for students that, at a minimum, complies with the requirements of IDEA, and explain how the school will provide expelled students with alternative education, if applicable.	(listed as H_Discipline in Table of Contents)
Employee Policy	An explanation of the relationship that will exist between the proposed charter school and its employees (at-will vs. contract) and the proposed charter school's employment policies or intent of policies and a plan for the timely development of employment policies	H_Policy_Employee
Grievance Policy	Consistent with the CSI Grievance Policy, the Grievance Policy should clearly describe the grievance process, provide a multi-tiered process for grievances, and describe the board's role in resolving complaints. A sample grievance policy is available here.	H_Policy_Grievance
Dispute Resolution Process	A policy for addressing disputes that may arise between the charter school and authorizer as outlined in CRS 22-30.5-107.5.	H_DisputeResolution

Facilities

1. **Provide a facility needs assessment that details the school's requirements, including number of classrooms, bathrooms, and offices needed; minimum size of each room; library, outdoor, and common space needed; overall size; cost per square foot; zoning and occupancy requirements.**

   In the first year of operation, the school will operate in the K-12 Education Department Building. The building fits many of the needs of the school enrollment in the first two years. Two classrooms (Kindergarten and First Grade) of approximately 500-600 square feet each can be created from the current library space that measures 26'x 54'. The building has a men's and women's bathroom that could be turned into the girl's and boy's bathrooms and retrofit one adjacent office into one staff bathroom. There are 12 offices and the school would need seven offices (Head of School, Program Director, SJBOCES Exceptional Student Services consultant, Part-time Nurse, Culture and Language Classroom Teacher, Physical Education/Electives Teacher, Elder Committee). There is also an open office area with a copier and entrance desk and table to greet parents, students and visitors. Water fountain in front hallway. The building has a small kitchen that could be upgraded to warm and cool delivered breakfasts and lunches. There is a large classroom (600 sq ft) that could serve as a lunchroom and multi-purpose room for

drama and art classes and indoor physical education if needed. There is a conference room (300 sq ft). The outdoor space immediately to the south and west of the proposed school building has grass, trees and shade, suitable for an outdoor playground with over 20,000 square feet. The K-12 Education Building has room for space to create one more additional classroom for grades two and room in the rear of the building for a portable classroom in Year 3-5 making the building a satisfactory location for the first three-five years, while a permanent site and building is secured for grades K-5 (see H_Facility Map).

The current Ute Mountain Ute K-12 Education Building has all of these qualities. The Building is 7440 square feet and has handicap ramps facing the sidewalk leading to the front door and two rear (south facing) exit doors with panic hardware. The building has a proper fire alarm system.

2. Include proposed locations for the school that are selected based on school design and intended population with an explanation of prospective school sites and assistance to find them. Address how each identified facility aligns with the facility needs assessment, and plans for ensuring the facility is ADA compliant.

a. Location 1

Ute Mountain Ute K-12 Education Building 450 Sunset Blvd, Towaoc, CO, 81334. Some of the staff in the K-12 Education Building would move to the BIA trailer one block away which has been recently vacated. The K-12 Education Building has handicap ramps, buzzer entry, sign-in station, open area office/greeting area, boys and girls two stall bathrooms, a large meeting conference room, water fountain, offices, and two classrooms and capacity to install two additional classrooms. One front entry and two rear exits. Plenty of room outside for one large or two separate playground areas. Directly to the west of the school are two large baseball fields.

b. Location 2 (if facility not already secured)

Open site behind (West of the center) Ute Mountain Ute Head Start, Towaoc, CO 81334 (Child Development Center). Portables would need to be purchased.

c. Location 3 (if applicable)

Dry Creek Road near Elder Center, Towaoc, CO 81334 Portables would need to be purchased.

3. Provide a timeline for identification, selection, construction/repair, contract negotiation, and adjustments to the facility. Identify roles (school staff, board members, contractors, etc.) that will be responsible for overseeing this work.

June-July 2020: Tribal Chairman Manual Heart and Planning Department Director Bernadette Cuthair sign letter approving the use of K-12 Education Building for Kwiyagat Community Academy for three years, 2021-2024 (see C_Letters of Support) and discuss plans at Tribal Council meeting on July 7, 2020

August-September 2020: Facility Assessment to be completed with NISN consultant Troy Hunt (see C_Letters of Support) who will help facilitate “support regarding the school’s work with

local, state, federal, and tribal organizations to identify facility grounds, planning, design, construction, maintenance, information technology, food services and transportation."

October 2020-February 2021: Ute Mountain Ute Public Works uses Facility Assessment to conduct estimates, complete drawings with architects, secure estimates, confirm budget, and create construction timeline.

March-May 2021: Complete minor repairs as identified, including creating two classrooms in the former library area of the building (see H_Facility Map) using Colorado Charter School Grant funds.

May-August 2021: Move in furniture, complete bookshelves, children's cubbies, new carpet, tile and any fire and safety requirements. Playground and fencing and outdoor walkways installed.

Ute Mountain Ute Public Works Department will be responsible for overseeing the remodeling and code requirements using department employees and contracted services.

Safety

1. **Explain your process to create and maintain the required Emergency Management Plan. Describe who will have primary responsibility for this plan and how the school will ensure the ongoing safety and security of students and staff in your building.**

Head of School will work closely with Ute Mountain Ute Public Works and Emergency Planning Departments to review the draft Kwiyagut Emergency Management Plan and work out specific details. Many details are proposed in draft Plan, adapted from Mountain Middle School (See attached H_Emergency Plan).

Transportation

1. **Please check which of the following options the proposed school will follow with regards to transportation. Re.spond to all items within the option that you have selected.**

__Option 1: A school may choose to not provide any transportation services.

a. Provide a rationale for why the Applicant is not proposing to provide transportation services, including factors considered when making this decision. Provide a description of the alternative transportation options families may use to access the school.

_x_Option 2: A school may provide regular transportation services to and from school.

a. Include a description of how the charter school plans to meet the transportation needs of students, including historically underserved students.

All students enrolling in KCA will be expected to be considered "historically underserved" students (see Executive Summary). The Ute Mountain Ute K-12 Education Department has one small school bus and one van from the Tribe's vehicle fleet for transporting Ute Mountain

Ute students as a supplement to the six bus routes the Montezuma-Cortez School District provides for children across the reservation. The UMU K-12 Education bus and van offer transportation to students who might have had medical appointments in Towaoc and need a ride to school, provide transportation to Kiva Montessori Charter school and other special situations. In the afternoons. The K-12 Education Department provides after school tutoring and sports program pickup and the district provides bus service for students who are involved in high school oriented after school extra-curricular sports and tutoring.

b. Provide a description of the daily route that aligns with the transportation plan to meet student needs.

The UMU K-12 Education bus or van route will pick up KCA students. Additional van or bus routes will be planned once addresses of enrolled students are known. All students will be picked up at their home or designated bus stop between 7:15-7:45 am to bring them to school prior to the 8 am start and then dropped off between 3:30- 4pm. As it becomes clearer as to the location of the enrolled students, we will coordinate with Cortez bus routes and UMU K-12 Education Department transportation abilities, if there is a student who lives further south or north of Towaoc. Fortunately, the school will be located in a central portion of Towaoc and the UMU reservation and could connect with other currently operating bus routes.

c. Provide cost details within the school's budget and summarize details here.

The Ute Mountain Ute K-12 Education Department and UMU Fleet Management currently covers the costs of drivers and van and bus gas, maintenance and daily use fees. No costs will be passed on to the school.

d. Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.

UMU Fleet Management covers all insurance and liability coverage for the transportation vehicles and drivers.

e. Include a description of adequate safety measures that will be implemented for the transportation of students.

UMU Fleet Management requires training and valid driver's licenses for all drivers and performs regular maintenance and safety checks on their vehicles. Drivers are required to complete safety training on a regular basis for transporting students.

__Option 3: A school may provide transportation services for extracurricular activities and events.

a. Include a description of how the charter school plans to meet the transportation needs of all students, including historically underserved students.

b. Provide cost details within the school's budget and summarize details here.

c. **Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**

d. **Include a description of adequate safety measures that will be implemented for the transportation of students.**

Food Services

1. **Please identify which of the following options the proposed school will follow with regards to food services. Respond to all items within the option that you have selected.**

__Option 1: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may elect not to operate a lunch program.

Provide a rationale for why the Applicant is not proposing to provide food services, including factors considered when making this decision.

no reimbursement, school can provide lunch

__Option 2: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may choose to operate their own meal service(s) that are unsubsidized by federal funds.

a. Provide a rationale for why the Applicant is proposing to operate its own meal service(s) unsubsidized by federal funds.

b. **Include details about how the food service will be provided.**

c. **Address how the school will provide services to students who forget or cannot provide lunch.**

_x_Option 3: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may elect to contract with a School Food Authority.

a. Provide rationale for why the Applicant is selecting this food service option.

The school would like to provide breakfast, after school snacks, and lunches to all students since we expect 90-100% of the students to qualify for the Free and Reduced Lunch program.

b. Include details about how the food service will be provided.

The school is in conversation with several organizations to determine the best situation for providing breakfast, snacks, and lunch for our students. KCA will seek to partner with the

Ute Mountain Ute Head Start (one block away) and determine if they have the capacity to serve an additional 30 lunch meals per day, given that 90-100% of KCA's children are anticipated to be eligible for Free and Reduced Lunches. UMU Head Start already serves nearly 100 meals and snacks each day and we are not sure if they have the capacity to provide an additional 30-35 meals each day with their staffing and facility. The UMU Head Start Director is checking with Colorado Head Start and Child and Adult Care Program to see if any rules or regulations might get in the way of this partnership.

Another option is to partner with the Elder Center in Towaoc that provides daily meals to seniors. They have a commercial kitchen and may have capacity to order, prepare and deliver meals and snacks. If we worked with the Elder Center, it might be nice to have lunch with the seniors on a weekly basis to enhance the intergenerational learning aspects of the school goals. A final option would be to see if the Ute Mountain Ute Casino would partner with the school.

If the UMU Head Start or Elder Center or Casino would prepare and deliver (or we could pick up using an Education Department van) the breakfast, snacks, and lunches on a regular basis. The Instructional and Student Support Aide and Program Coordinator would supervise the food preparation, serving and clean-up once the food arrived on campus and complete necessary Free and Reduced Lunch student paperwork in consultation with CSI Food Service Coordinator, Ilene Agustin.

CSI would be the School Food Authority and assist in training our employees and coordinating services with our food contractor.

The plan would be to use CCSP grant funds to purchase the proper warming and cooling kitchen equipment so food will be maintained at proper temperature prior to serving. If this equipment could be rented or provided by the contractor, we might decide not to purchase the equipment. The equipment would be monitored and inspected by the Ute Mountain Ute Health Department or Montezuma Health Department on a regular basis the same way they treat other food providers in Towaoc.

c. Provide evidence of a plan for reimbursement through an authorized School Food Authority.

The initial conversation with Head Start indicated that the reimbursement program is fairly straightforward and they would include us in any training sessions. We will also work closely with Ilene Agustine at Charter School Institute to train staff on the reimbursement processes and facilitate the best service provider. The budget (see F_Budget) provides income and matching expenses for Free and Reduced Lunch at $3.50/day/student (number provided by Amanda Karger, CSI).

d. Address how the school will provide services to students who forget or cannot provide lunch.

Since the school anticipates nearly 100% of the students will qualify for the Free and Lunch Program, extra lunches should not be an issue. The school will also have extra food on hand, as there is a line item for food for snacks on the annual budget, so no children go hungry.

__**Option 4: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may obtain state designation as a School Food Authority.**

a. Provide rationale for why the Applicant is selecting this food service option.

b. Include details about how the food service will be provided.

c. Provide evidence of a plan for reimbursement through an authorized School Food Authority.

d. Address how the school will provide services to students who forget or cannot provide lunch.

Required Addenda *as Applicable*

Addendum I: Online School

The online school addendum should be completed if the school is proposing to be an online school as defined on the CDE website.

If the school intends to be a multi-district online school, the Applicant should submit its written plan for compliance with the Quality Standards for Online Schools and Programs, which is included in the Multi-District Online Schools document, as an addendum to the application.

__**This school is proposing to be an online school. This addendum is included in the application packet.**
_x_**Not Applicable**

Addendum II: Education Management Provider, Collaborative, Network, Incubator

An Education Management Provider is defined in Colorado law as a nonprofit, not-for-profit, or for-profit entity that contracts with a charter school to provide, manage, or oversee all, or substantially all, of the education services provided by the charter school. An Education Management Provider is different from a Charter School Collaborative or an Incubator. A Charter School Collaborative is defined by law as two or more charter schools contracting with one another to form a legal entity separate from the contracting charter schools and is authorized to provide any function, service, or facility that is lawfully authorized for each of the contracting charter schools. A Network is a charter school which subsequently organizes an additional school or schools pursuant to the charter school network statutory authority (22-30.5-104.7, C.R.S.). A charter school network is responsible for governance, oversight, and monitoring of compliance and performance for each school, as required by the charter contract or contracts and by applicable state or federal laws. An Incubator is defined as any organization contracted to support the development of the charter school including but not limited to application development, professional development, human resource, and other services in the early years of the school's operation.

If the school intends to contract with an education management provider, incubator, or collaborative, the following items should be addressed and included as an attachment. "Provider" below should refer to whichever contractors (EMP, incubator, or collaborative) you are proposing to contract with. This addendum should not exceed 15 pages.

1. Provide the rationale for selection of the provider.
2. Provide evidence that demonstrates the effectiveness of the provider with other schools, including particularly schools in Colorado and schools serving a similar population. This should include performance data around academic, financial, and operational success.
3. Provide evidence demonstrating the capacity of the provider for successful expansion while maintaining quality in the school(s) it is currently managing.
4. Include an explanation of the proposed relationship between charter board and provider as well as any existing or potential conflicts of interest between the governing board of the proposed charter school and the provider.
5. Provide evidence that the provider is authorized to conduct business in Colorado.
6. Include a detailed description of cost sharing, fee structures, and central versus school level functions.
7. Provide a clear understanding of financial obligation to the provider. This should include considerations of changes in costs (increases, decreases, etc.) throughout the duration of the charter term. This should also include building ownership if the developers are making payments to the provider.
8. Include a copy of the actual or proposed performance contract between the governing board for the proposed charter school and the provider that specifies, at a minimum, the following material terms:
    a. Performance evaluation measures
    b. Methods of contract oversight and enforcement that the governing board will use
    c. Delineation of central (provider) vs. school level functions
    d. Length of the contract
    e. Conditions for contract renewal and termination
    f. Information around which staff will be hired and terminated by the provider, report to the provider, or will be paid by the provider
    g. The compensation structure and all fees that the proposed charter school will pay to the provider
9. Include copies of the last three years of audited annual financial statements (balance sheets and profit and loss statements), copies of any current or past liens, and copies of and pending or past lawsuits.

__This school is proposing to contract with a provider. This addendum is included in the application packet.
_x_Not Applicable

Addendum III: AEC

If the Applicant intends to apply for designation as an Alternative Education Campus (AEC), the following information must be included in the narrative of the application and summarized as an addendum to the application.

Colorado law allows each school, with its authorizer's approval, to request designation as an Alternative Education Campus (AEC). Alternative Education Campuses (AECs) are defined as schools that have a specialized mission and serve either a special-needs and/or at-risk

population, where more than 90% of students have either an Individualized Education Program or meet the definition of a high-risk student. The specific eligibility are listed in 1 CCR 301- 57-2207602-R-3.00. To receive this designation, schools must demonstrate that it meets the eligibility criteria annually.

1. **Identify the particular high-risk student populations your school will be focused on serving. (A list of the high-risk student populations can be found on the Summary tab of the CDE AEC Application.)**
2. **Be sure your application specifically addresses how your outreach will reach the high-risk student populations required for AEC designation.**
3. **Address how the proposed model will include at least two of the three required elements: a high-quality college and career-ready instruction, programs to build college and career-ready skills, and appropriate supports for students in the first year of postsecondary enrollment. Additionally, please describe how the required elements align to the proposed graduation policy.**
4. **Complete AEC Target Setting Form**

Performance Indicators	Measures/ Metrics	Annual Performance Targets 2020-2021	Annual Performance Targets 2021-2022	Interim Measures for 2020-2021	Progress Monitoring Strategies
Student Engagement	Attendance Rate				
	Truancy Rate				
	Supplemental Measure(s)				
Postsecondary & Workforce Readiness	Completion Rate				
	Dropout Rate				
	Mean CO SAT				
	Supplemental Measure(s)				

__This school is proposing to be an AEC. This addendum is included in the application packet.
__Not Applicable